

DOCUMENT RESUME

ED 167 684

UD 019 213

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 TITLE The Development and Implementation of the STELLAR Project for 'At Risk' Title I Students.
 PUB DATE Feb 78
 NOTE 395p.; Not available in hard copy due to marginal legibility of original document
 EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS Academic Achievement; *Compensatory Education Programs; Curriculum Development; *Educationally Disadvantaged; Elementary Education; *Individualized Instruction; Inservice Teacher Education; *Language Instruction; Needs Assessment; Parent Participation; Program Evaluation; *Reading Improvement; Self Concept; Student Attitudes
 IDENTIFIERS *District Of Columbia; *Elementary and Secondary Education Act Title I

ABSTRACT

This report is a description of STELLAR (Strategies and Training for Effective Learning in Language and Reading) Project operations, its impact on the reading and language achievement of 1,053 Title I "at risk" students in grades one, two and three, and its institutionalization in the 1978 Elementary and Secondary Education Act, Title I program. Primary dimensions focused on include: (1) the instructional needs of disadvantaged Title I students in the District of Columbia; (2) the development and use of effective receptive and expressive language skills by urban learners; and (3) STELLAR strategy designs in the areas of organizational structure, curriculum and instruction, specialized staff training, parent training, and supervisory support and assistance. An evaluation of outcomes reports increased achievement in language and reading by STELLAR students and changes in students' self concept. Appendices include letters of support and institutionalization documentation and guidelines for project operations, individually prescribed instruction, specialized staff training, coordination and supervision, and assessment instrumentation and documentation.
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The Development and Implementation of the STELLAR Project
for 'At Risk' Title I Students

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by Judine Bishop Johnson¹

Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
for Educational Leaders, Nova University

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Individual Practicum
Maryland Cluster
February 1978

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ABSTRACT

Descriptors: *Diagnostic Teaching, *Disadvantaged Youth, Elementary Education, *Individualized Instruction, Inservice Programs, Language Arts, *Learning Laboratories, *Reading Improvement, Supervisory Activities, Team Teaching

Identifiers: Washington, D.C.; *ESEA Title I

The goal of this practicum was to improve the reading-language achievement of 1,053 'at risk' Title I students in grades one, two, and three. The treatment intervention was a multi-dimensional strategy implemented for eight months in learning laboratories in twelve pilot schools. It was designated the STELLAR Project, an acronym for 'Strategies and Training for Effective Learning in Language and Reading.' The approach embodied five distinct components which became the focal points of the intervention: (1) organizational structure, (2) curriculum and instruction, (3) specialized staff training, (4) parent training, and (5) supervisory support and assistance.

The outcomes were increased achievement in language and reading by STELLAR students. Their reading gains, as compared to those of a control group, were greater when measured by locally-developed, criterion-referenced tests. Additionally, some change in self concept was demonstrated. The strategy design has been institutionalized by the local school district's

Title I Program. It functions as the reconceptualized Title I laboratory program and is now in operation in 152 reading-language and mathematics laboratories.

ACKNOWLEDGEMENTS

Many, many persons were responsible for the successes encountered in the STELLAR Project. An especially warm note of recognition and commendation is given to each of the twelve school administrators and the 47 STELLAR team members who expended considerable time and energy in their efforts to provide an effective learning program for Title I students.

In addition, I extend my personal appreciation and gratitude to the following persons:

Mrs. Anne W. Pitts, the executive director of the ESEA Title I Comprehensive Program, for her enthusiastic support, optimism, and faith ...

Mrs. Mabel M. Brice, Dr. Phyllis J. Hobson, Mrs. Helen H. Kinard, Mrs. Vilma L. Lee, Mrs. Jeanne W. Pearson, Ms. Margie L. Thomas, Mrs. Gloria A. Turner, and Mrs. Roberta T. Walker, Title I coordinators and members of the STELLAR Project Coordinating Committee, for their individual and collective efforts in project planning, supervision, and support which helped to produce a successful learning experience for STELLAR students ...

Mrs. June D. Bland, assistant for the Department of Research and Evaluation, for the valuable assistance given to the evaluation of the STELLAR Project ...

Dr. Norma S. Edwards, consultant to Hillcrest Children's Center of Washington, D.C., for the extensive, specialized training provided for members of the STELLAR team ...

Mrs. Angelyn P. Winestock, administrative aide, whose creativity and competency greatly aided project efforts, particularly in the design, typing, and duplication of project operations materials and records ...

and to ...

My parents, Ethel and Gardner Bishop, for their all-encompassing faith and devotion, and ...

My husband, Warren, and my two sons, Eliot and Colin, for the love, warm support, and encouragement they have always given.

Judine Bishop Johnson

TABLE OF CONTENTS

ABSTRACT	11
ACKNOWLEDGEMENTS	1v
INTRODUCTION	1
PART ONE	
STUDENT LEARNING NEEDS AND PRACTICUM OBJECTIVES	
I. THE IDENTIFICATION OF NEEDS	4
II. THE GOAL AND OBJECTIVES	7
The Goal	7
The Needs and the Objectives	7
The Terminal Objectives	7
PART TWO	
THE STELLAR STRATEGY DESIGN	
III. THE ORGANIZATIONAL STRUCTURE	12
The Pilot Sites	12
The Population Served	13
Scheduling	14
The Teaching Team	16
The Laboratory Environment	20
IV. THE CURRICULUM AND INSTRUCTION	22
Instructional Content	23
Individually Prescribed Instruction	25
Student Affect Strategies	29
Instructional Media and Materials	31
V. SPECIALIZED STAFF TRAINING	35
The Training Goal	35
Staff Participants	36
The Training Agency	38
The Training Curriculum	40
Trainee Competencies	45

Dates, Hours, and Sites	49
Utilization of Training	50
Implications and Recommendations	55
VI. PARENT TRAINING	59
VII. SUPERVISORY SUPPORT AND ASSISTANCE	63
LEA Support Staff	64
The STELLAR Project Coordinating Committee	65
Supervisory Processes	67
Supervisory Support Activities	71
Staff Development	71
Identification of Support Services	77
PART THREE	
EVALUATION OF PROGRAM EFFECTIVENESS	
VIII. A DESCRIPTIVE COMPARISON OF STELLAR PROJECT AND READING RESOURCE LAB STRUCTURE, PROCESSES AND COSTS	81
Descriptive Comparisons of Two Projects	81
STELLAR Project Costs	81
IX. STUDENT ACHIEVEMENT IN READING	84
Instrumentation	84
Procedure	86
Findings	87
Discussion	92
X. STUDENT GROWTH IN EXPRESSIVE LANGUAGE	94
Instrumentation	94
Procedure	96
Findings	101
Discussion	107
XI. STUDENT CHANGES IN SELF CONCEPT	108
Instrumentation	108
Procedure	109
Findings	110
Discussion	111

XII.	STAFF DEMONSTRATION OF ROLE COMPETENCIES AND PARENT ASSESSMENT OF IMPROVEMENT	115
	Staff Instrumentation	115
	Staff Assessment Procedure	116
	Staff Assessment Findings	118
	Discussion	119
	Parent Assessment of Training Effectiveness	121
XIII.	STAFF ASSESSMENT OF PROJECT EFFECTIVENESS	122
	The Personal Attitudes of Staff about Participa- tion in the STELLAR Project	124
	Project Effects upon Student Achievement as Perceived by Staff Respondents	125
	Staff-Perceived Effectiveness of Individual Project Components	127
	Follow-up and Long-term Outcomes	131
	Recommendations	131
XIV.	PROJECT OUTCOMES AND RECOMMENDATIONS	134
	PART FOUR PRACTICUM INSTITUTIONALIZATION	
XV.	PROGRAM REPLICATION AND INSTITUTIONALIZATION	139
	Institutionalization of the STELLAR Project	139
	Planned Practicum Continuity and Support	143
	GLOSSARY	148
	SELECTED BIBLIOGRAPHY	150
	APPENDICES	155
	A. Letters of Support and Institutionalization Documentation	156
	B. Project Operations	171
	C. Individually Prescribed Instruction	204
	D. Specialized Staff Training	224
	E. Coordination and Supervision	282
	F. Assessment Instrumentation and Documentation	301

LIST OF ILLUSTRATIONS

Figure

1. Conceptualization of the STELLAR Strategy Design	11
2. Physical Arrangement of a Sample STELLAR Lab	21
3. Conceptualization of the Individually Prescribed Instruction Procedure	27
4. Schema of STELLAR Lab Team Utilization of Training and the Resultant Effects	56
5. Conceptualization of the STELLAR System of Supervisory Support and Assistance	72
6. STELLAR Project Oral Language Assessment Scale	95
7. STELLAR Project Written Language Assessment Scale	95
8. Scale Range for Behavior Descriptions on the Self Concept Assessment Checklist	110
9. Product Evaluation Profile (PEP) of the STELLAR Project	137
10. Conceptualization of Program System and Subsystems	142

LIST OF TABLES

1.	Number and Percent of Students Displaying Instructional Needs in Reading and Language, as Identified by Title I Reading Teachers	6
1a.	Title I Teacher Expectations of Reading Achievement Gain of 2,016 Title I Students	6a
1b.	Number and Percent of Students Displaying Needs in Affective Behaviors	6b
1c.	Reading Teacher Ranking of Reading Lab Services on the Basis of Potential for Improving Lab Operations and Student Achievement	6c
1d.	Regional Distribution and Sites of STELLAR Labs	13
2.	STELLAR Project Sites and Student Populations	15
3.	STELLAR Lab Schedule	16
4.	Comparisons of Selected Characteristics of Three STELLAR Staff Groups	37
5.	Previous Professional Positions of Teacher, Aide, and Coordinator Trainees	38
6.	STELLAR Training Episodes	46
7.	Categories of Trainee Competency	47
8.	Training Modules, Competencies, and Substantive Areas	48
9.	Relationship between HCC Teacher Role Task Competencies and STELLAR Project Training Competencies	50
10.	HCC Staff Training Schedule	51
11.	Log of Major Tasks Performed by the Coordinating Committee during the Initial Month of Operations	68
12.	Number and Ratio of STELLAR Supervisees	73
13.	Support and Assistance Services Provided for STELLAR Lab Teams	78

14.	Comparison of STELLAR Project and Reading Resource Lab Structure and Processes	82
15.	Comparison of Average Costs of a STELLAR Lab and a Reading Resource Lab	83
16.	Number and Percent of STELLAR Students Demonstrating Mastery of 70 Percent or More of the Objectives on the Prescriptive Reading Test	88
17.	Mean Gains in Number of Objectives Mastered by STELLAR Students on the Prescriptive Reading Test	89
18.	Mean Gains in Number of Objectives Mastered by Comparison Students on the Prescriptive Reading Test	90
19.	A Comparative Summary of Mean Gains in Number of Objectives Mastered by STELLAR and Comparison Students on the Prescriptive Reading Test	91
20.	Number and Percent of Cycle I Students Demonstrating a Change in Oral Language Performance	103
21.	Number and Percent of Cycle II Students Demonstrating a Change in Oral Language Performance	103
22.	Mean Gain Scores of Cycle I Students on the Oral Language Inventory	104
23.	Mean Gain Scores of Cycle II Students on the Oral Language Inventory	104
24.	Number and Percent of Cycle I Students Demonstrating a Change in Written Language Performance	105
25.	Number and Percent of Cycle II Students Demonstrating a Change in Written Language Performance	105
26.	Mean Gain Scores of Cycle I Students on the Written Language Inventory	106
27.	Mean Gain Scores of Cycle II Students on the Written Language Inventory	106
28.	Number and Percent of Students Demonstrating a Gain of One Score Point on the Self Concept Checklist	112

29.	Mean Gain Scores of Cycles I and II Students on the Self Concept Checklist	113
30.	Number and Percent of Teachers Demonstrating Competency as Verified by Coordinators	120
31.	Number and Percent of Aides Demonstrating Competency as Verified by Coordinators	120
31a.	Parent Assessment of Post-Training Performance	121c
31b.	Parent Assessment of Children's Performance after Participation in the STELLAR Project	121d
31c.	Parent Identification and Ranking of HCC Training Strengths and Weaknesses	121d
32.	Category and Number of Staff Assessment Respondents	124
33.	Staff Recommendations for Project Improvement	133

INTRODUCTION

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 authorizes grants to public education agencies for compensatory programs to meet the special educational needs of children residing in areas with high concentrations of low-income families. The intent of the legislation is to expand and improve educational opportunities for disadvantaged children.

The goal of the ESEA Title I Program in the Public Schools of the District of Columbia (DCPS) is to ". . . improve the reading and mathematics cognitive skills and affective behaviors of identified Title I students."² Since fiscal year (FY) 1972, this goal has been accomplished through a program of supplementary instruction provided in dual settings: (1) the regular classroom, and (2) Title I reading and mathematics resource laboratories. All Title I eligible students in kindergarten through grade three received supplementary instruction in their classrooms from regular classroom teachers assisted by Title I-salaried educational aides. Additionally, those students most in need of more intensive instruction received such assistance from Title I reading and mathematics resource teachers in self-contained Title I learning laboratories. These resource teachers operated a "pull-out" laboratory program and employed

²Public Schools of the District of Columbia, "A Proposal: ESEA Title I Comprehensive Program, FY 1977," Washington, D.C., 1976, p. 5.

conventional, "generalist" instructional techniques to effect correction of student needs and improvement in student performance.

During the summer of 1976, the introductory practicum, the 4-M Program, introduced several new components to the laboratory strategy. The results and successes of this program served as the basis for the design of a reconceptualized laboratory strategy for implementation during the 1976-1977 academic year. The resultant strategy design was the STELLAR Project.

The intent of the STELLAR Project, and that of its predecessor -- the 4-M Program -- was to effectively address Title I student learning needs through a systematic, educational intervention that capitalized on the inherent and learned strengths of urban students. Its intention was realized, and all who participated in the endeavor shared in the benefits of successful learning for students.

The report which follows is a description of STELLAR Project operations, its impact upon the cognitive learning and affective behaviors of Title I students, and its institutionalization in the FY 1978 Title I Program. Each major subdivision focuses upon a primary dimension of the practicum. Part I addresses student learning needs and practicum objectives. Part II describes the STELLAR strategy design. Part III presents the evaluation of program effectiveness. The final section, Part IV, reports the extensive institutionalization efforts undertaken by the Title I Program.

PART ONE

STUDENT LEARNING NEEDS AND PRACTICUM OBJECTIVES

"Need: Where it all begins -- the justification of product development."³

This practicum was designed to impact upon the assessed learning needs of 'at risk' Title I students. The multiple needs of the target population were fully addressed in the practicum proposal.⁴ Terminal objectives, referenced to the assessed needs, became the directives for the development of the practicum.

Chapter I explicates the major problems addressed by this practicum: (1) the instructional needs of disadvantaged, 'at risk' Title I students and (2) the development and use of effective receptive and expressive language skills by urban learners. Further, it specifies the concern for expanding the professional preparation and inservice training of teachers to include the knowledge and skills required of both the "general" and the "special" educator. The goal and terminal objectives of the practicum are presented in Chapter II.

³Michael Scriven, Evaluation: A Study Guide for Educational Administrators (Fort Lauderdale: Nova University, 1974), p. 119.

⁴Judine Bishop Johnson, "A Proposal: Development and Implementation of the STELLAR Project for 'At Risk' Title I Students" (Ed.D. Individual Practicum Proposal, Nova University, 1976), pp. 1-9.

CHAPTER I

THE IDENTIFICATION OF NEEDS

The learning needs of the target population, 'at risk,' Title I students were identified and assessed from data obtained from five sources. These included two needs assessment instruments, the independent evaluation report of the FY 1975 Title I Program, the proposal document submitted by the training institution, and a review of the related literature. Together, these sources provided extensive information regarding the multiple academic and learning-support needs of Title I students and the role requirements of the staff who serve them.

Title I students in kindergarten through grade three in the Public Schools of the District of Columbia displayed a cluster of learning needs which impacted upon their ability to profit from conventional instruction. Although students demonstrated problems in several broad areas of learning achievement and behavior, instructional need appeared to be most sincere in the areas of reading and language.⁵ These needs included problems in decoding skills, reading and listening comprehension, expressive language skills, and study skills.

A preliminary needs assessment instrument was developed by the practitioner and administered to 110 Title I reading, mathematics, and

⁵Robert B. Ruddell, Reading-Language Instruction: Innovative Practices (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974), pp. 263-291.

combination reading/mathematics teachers in the spring of 1976. (See appendix F.) The responses of a sample of 48 reading teachers were analyzed and summarized for the purposes of establishing the need for this practicum.

Title I reading teachers indicated that a significant percentage of the 3,054 students whom they served demonstrated specific learning needs in twelve reading skills areas. These skills were ranked according to the percent of students displaying instructional need in the designated skill. The skills areas of greatest need for most students were: (1) phonetic analysis, a learning need for 80 percent of the students; (2) reading comprehension, a learning need for 79 percent of the students; and (3) written communication, a learning need for 78 percent of the students. The remaining nine areas of skill need, in descending rank order, were study skills, structural analysis, listening comprehension, word meaning, content clues, reading interest, picture clues, oral communication with the teacher, and oral communication with peers. Table 1 presents the number and percent of students displaying identified learning needs in twelve reading skill areas.

A second needs assessment instrument was developed by the practitioner and administered to twenty-nine Title I reading teachers employed in the 1976 summer program. (See appendix F.) Analysis of the data provided by the twenty-one teacher respondents, 72 percent of those employed that summer, revealed several categories of information related to the reading-language needs of Title I students.

TABLE 1

NUMBER AND PERCENT OF STUDENTS DISPLAYING
INSTRUCTIONAL NEEDS IN READING AND LANGUAGE,
AS IDENTIFIED BY TITLE I READING TEACHERS

	Total	Students Displaying Need		Rank
	N	N	%	
Phonetic analysis	3,054	2,457	80.45	1
Reading comprehension	3,054	2,417	79.14	2
Written communication	3,054	2,385	78.09	3
Study skills	3,054	2,381	77.96	4
Structural analysis	3,054	2,298	75.25	5
Listening comprehension	3,054	2,216	72.56	6
Word meanings	3,054	1,919	62.84	7
Content clues	3,054	1,811	59.30	8
Reading interest	3,054	1,745	57.14	9
Picture clues	3,054	843	27.60	10
Oral communication w/teacher	3,054	757	24.79	11
Oral communication w/peers	3,054	404	13.23	12

The respondents reported that nearly one-third of the Title I students served in FY 1976 reading laboratories were expected to achieve less than ten months in reading achievement for ten months of instruction. Table 1a presents the expectations of the twenty-one respondents regarding the number of months of reading gain attained by the students they instructed.

In addition to the assessed needs of students in reading and language, other needs were identified as those that provided supports

TABLE 1a

TITLE I TEACHER EXPECTATIONS OF
READING ACHIEVEMENT GAIN OF
2,016 TITLE I STUDENTS

Expected Reading Gain	Students	
	N	%
More than 10 months	302	15
10 months	1,049	52
Less than 10 months	665	33
TOTAL	2,016	100

to the processes of learning to read and use language. These included primarily learner self concept and other affective behaviors.⁶

In the spring 1976 preliminary needs assessment, Title I reading teachers indicated that a significant percentage of the 3,054 students whom they served in reading resource centers displayed needs in self concept. From a listing of seven areas of affective behavior, teachers identified self concept as the dimension in which children displayed the greatest needs.⁷ A total of 1,364 students (45 percent)

⁶Ruth Jackson, "Building Reading Skills and Self-Concept," The Reading Teacher 25 (May 1972): pp. 754-758.

⁷Mildred C. Robeck and John A. R. Wilson, Psychology of Reading: Foundations for Instruction (New York: John Wiley & Sons, Inc., 1974), pp. 186-198.

displayed problems in self concept. Table 1b presents the number and percent of students displaying problems in seven dimensions of affect, as determined by Title I reading teachers.

TABLE 1b
NUMBER AND PERCENT OF STUDENTS DISPLAYING
NEEDS IN AFFECTIVE BEHAVIORS

Behavioral Needs	Total N	Students Displaying Need		Rank
		N	%	
Self concept	3,054	1,364	44.67	1
Peer relationships	3,054	886	29.04	2
Withdrawn behavior	3,054	187	13.76	3
Aggressive behavior	3,054	122	8.99	4
Working w/younger children	3,054	66	4.90	5
Working w/older children	3,054	32	2.37	6
Adult relationships	3,054	29	2.15	7

In addition to identifying student needs in reading, language, and affective behaviors, the responses of twenty-one Title I reading teachers to the summer 1976 needs assessment elicited additional information related to programmatic needs of the Title I laboratory strategy. (See appendix F.) Teacher respondents identified eight services which they felt were needed for the operation of an improved laboratory program. These services were ranked by teachers on the basis of their potential for producing reading laboratory program

improvement and, subsequently, their potential for improving the reading achievement of students.

Table 1c presents the total score and specified Title I laboratory program service in terms of its perceived effect upon more effective instructional services for students. Services with low scores received high rankings. A rank of "1" specified that service which, if improved or implemented, teachers felt would produce the most improvement in reading laboratory instruction. A ranking of "8" identified that service which teachers felt would produce the least improvement in laboratory instruction. The three services with the greatest improvement potential were: (1) educational aide service in the laboratory; (2) the use of instructional time in different, more effective ways; and (3) more inservice training.

TABLE 1c

READING TEACHER RANKING OF READING LAB SERVICES
ON THE BASIS OF POTENTIAL FOR IMPROVING
LAB OPERATIONS AND STUDENT ACHIEVEMENT

Lab Service	Lab Improvement Potential	
	Score	Rank
Educational aide service in the lab	72	1
Different use of instructional time	88	2
More inservice training	92	3
Different teaching techniques	93	4
Different lab curriculum	94	5
Changed resource teacher role	96	6
Changed lab period length	97	7
More supervisory assistance	124	8

As delineated by IBEX/Littlejohn, independent evaluators of the Title I Program, multiple learning needs and the lack of adequate learning supports placed many Title I students 'at risk' in formal educational settings which emphasized reading and language achievement.⁸ This 'at risk' status was one of educational jeopardy for many Title I youngsters.

Concern for the learning needs of Title I students was intensified when attention focused upon the limitations of the educational system for helping 'at risk' learners. Far too many educators perceive a dichotomy between "children with learning problems" and "normal children" who display no serious deviations in learning style or behavior.⁹ One result of this misconception of student differences in learning pace, style, need, and motivation has been the preparation of teachers who are unable to effectively address the needs of urban learners.¹⁰

⁸IBEX, Incorporated and Roy Littlejohn Associates, Inc., "Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1974-75. Final Evaluation Report," Washington, D.C., 1976, pp. 3, 20-23.

⁹Edwin W. Martin, "An End to Dichotomous Constructs: A Reconceptualization of Teacher Education," Journal of Teacher Education 25 (Fall 1974): 271-220.

¹⁰Ibid.

The urban educator must begin to recognize and appreciate the uniqueness and difference of each learner. He must acknowledge that most students display some learning or behavioral need.¹¹ He must understand that many needs and behaviors manifested by Title I students are similar to those of learning disabled children who receive instruction from learning specialists.¹² The implications for the urban educator are evident. He must appraise his capacity to provide Title I students with appropriate, specialized instruction. Additionally, he must demonstrate competency in engaging in effective interaction and providing individualized instruction for Title I low-achievers.

These concerns, issues, and factors produced a specified need: reconceptualization of the Title I reading resource laboratory program. The need existed for a laboratory strategy which was restructured in terms of organization, staffing, curriculum content, instructional processes, and frequency of services. The search for such a strategy with the capacity for addressing all of the foregoing needs resulted in the design and implementation of the practicum treatment described in this report -- the STELLAR Project.

¹¹Rosalyn A. Rubin and Bruce Balow, "Learning and Behavioral Disorders: A Longitudinal Study," Exceptional Children 38 (April 1971): 293-299.

¹²A. Sterl Artley and Veralee B. Hardin, "A Current Dilemma: Reading Disability or Learning Disability?" The Reading Teacher 29 (January 1976): 361-366.

CHAPTER II

THE GOAL AND OBJECTIVES

2.1 The Goal

The goal of the STELLAR Project was to produce an increase in the reading-language achievement of Title I students in grades one, two, and three.

2.2 The Needs and the Objectives

The academic and learning-support needs of students which produced this practicum effort are reflected in the objectives specified below. This reference of objectives to needs insured the focus of the practicum upon the address of the identified problems of the target population.

2.3 The Terminal Objectives

2.3.1 Given four months of instruction in the STELLAR Project, 50 percent of the Title I students will master 70 percent of the prescriptive reading skills, as measured by a criterion-referenced test.

2.3.2 Given four months of instruction, the mean percentage of mastery of prescriptive reading skills by Title I students in the STELLAR Project will exceed that of a comparison group of Title I students in regular Title I reading labs, as measured by a criterion-referenced test.

2.3.3 Given four months of instruction in the STELLAR Project, Title I students will demonstrate improvement in the

expressive language skills, as determined by STELLAR Project reading-language teachers.

2.3.4 Given four months of instruction in the STELLAR Project, Title I students will demonstrate a positive change in self concept, as determined by reading-language teachers and aides.

2.3.5 Given eight months of inservice training, STELLAR Project reading-language teachers will demonstrate 18 competencies for providing effective instruction in reading and language for 'at risk' Title I students, as determined by trainer-developed assessment activities and verified by trainees, trainers, and regional coordinators.

2.3.6 Given eight months of inservice training, STELLAR Project educational aides will demonstrate 18 competencies in assisting to provide effective instruction in reading and language for 'at risk' Title I students, as determined by trainer-developed assessment activities and verified by trainees, trainers, and regional coordinators.

2.3.7 Given eight months of training, STELLAR Project parent trainees will demonstrate improvement in using supportive parenting skills and learning-reinforcement strategies at home, as determined by a self-administered assessment instrument.

PART TWO

THE STELLAR STRATEGY DESIGN

A more systematic reading program than has been followed in the past is needed if every student is going to learn to read . . .¹³

Pupils differ in preparation, ability, and background, requiring that programs be built on their strengths and minimize their weaknesses. Ideally, an individual prescription could be written for each student, who could then be helped to achieve success in the most efficient way.¹⁴

The practicum treatment was a multi-dimensional strategy designated as the STELLAR Project, an acronym for 'Strategies and Training for Effective Learning in Language and Reading.' It was designed to address the multiple, interacting learning needs of Title I students, thereby producing improvement in reading and language competencies and performance.

The strategy design embodied five distinct, yet inter-related components, as follows:

- Organizational structure
- Curriculum and instruction
- Specialized staff training
- Parent training
- Supervisory support and assistance

Chapter III delineates the STELLAR organizational structure. The curriculum, including both instructional content and

¹³ Mildred C. Robeck and John A. R. Wilson, Psychology of Reading: Foundations of Instruction (New York: John Wiley & Sons, Inc., 1974), p. 389.

¹⁴ Ibid., pp. 397, 398.

processes, is described in Chapter IV. Specialized staff training, as implemented within the STELLAR model, is presented in Chapter V, and its companion training component for parents is presented in Chapter VI. Supervisory support and assistance for staff, the fifth component of the STELLAR design, is described in Chapter VII.

Figure 1 is a conceptualization of the STELLAR strategy design.

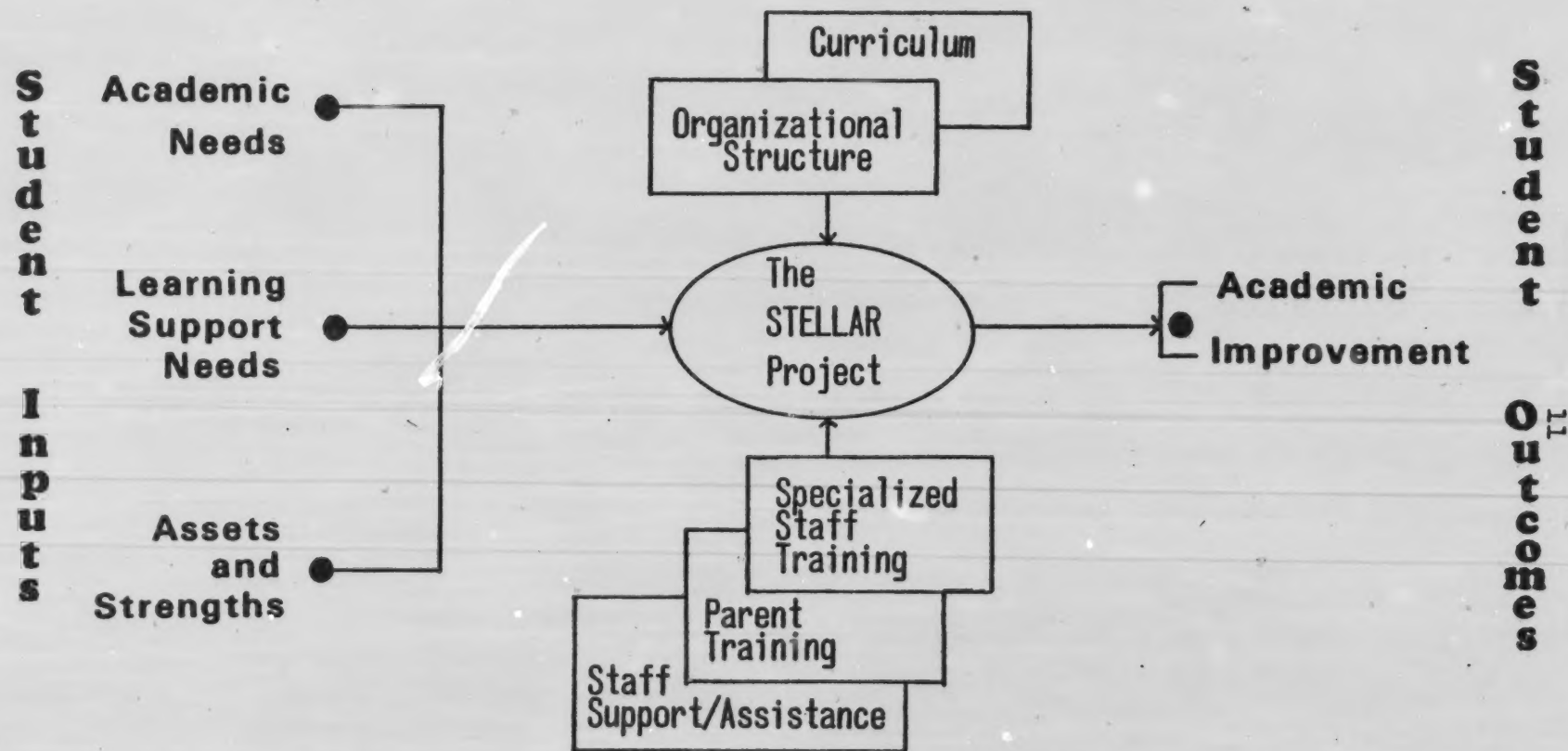


Figure 1. Conceptualization of the STELLAR Strategy Design

CHAPTER III

THE ORGANIZATIONAL STRUCTURE

The organizational structure of the STELLAR Project displayed the influence of the short-term summer strategy, the 4-M Program, its predecessor and the introductory practicum.¹⁵ It incorporated those features which appeared to have the potential for effective implementation during the regular school year. To these were added specified components which responded to the recommendations of LEA and the local school staffs, parent advisory councils, and state and federal program reviewers. These recommendations and suggestions focused upon increased instructional time for students, concentration of resource teacher energies in the sphere of student instructional activity, and district-wide uniformity of Title I laboratory operations. The resultant structural design provided a viable framework within which an improved program of supplementary instruction could be offered.

3.1 The Pilot Sites

STELLAR Project pilot sites were located in twelve Title I elementary schools. Sites were apportioned among the six decentralized regions on the basis of size of the regional Title I

¹⁵ Judine Bishop Johnson, "The Development and Implementation of the 4-M Program for Title I Students" (Ed.D. Introductory Practicum Report, Nova University, 1977).

population. Former Title I reading labs in each school were converted, physically and programmatically, to STELLAR reading-language labs. Table 1 presents both the regional distribution and the school sites of STELLAR Project laboratories.

TABLE 1d
REGIONAL DISTRIBUTION AND SITES
OF STELLAR LABS

Region	Total No. Title I Students	No. STELLAR Labs	School Sites
I	3,833	3	Congress Heights Stanton Turner
II and VI	636	1	Emery
III	3,012	3	Harris Richardson Thomas
IV	3,184	3	Lovejoy Miner Wilson
V	2,997	2	Meyer Seaton
TOTAL	13,662	12	

3.2 The Population Served

A total of 1,053 identified Title I students in grades one, two, and three participated in the STELLAR Project, including 532 students in Cycle I and 521 students in Cycle II. The STELLAR population was nearly 8 percent of the Title I student population in all 66 elementary schools and approximately

15 percent of all elementary students receiving Title I reading laboratory instruction.

In each school, a panel composed of the principal, Title I and classroom teachers, clinical psychologist, and counselor initially selected 96 students, two cycles of 48 students each. These were students who were "most in need" of additional instructional assistance and, thus, were chosen for participation in the project.

Student selection criteria employed by the panel to determine those most in need included the following:

- .1 Student percentile rank on the standardized achievement test
- .2 Assessment of the causes of learning failure to be inappropriate instruction, economic deprivation, lack of motivational goals, or other environmental disadvantages
- .3 The decision that specialized instruction, appropriate modes of intervention, personalized attention, and additional learning time would produce measureable gains in reading-language skills

High mobility levels produced some deviation in the number of students served in most centers. It should be noted, therefore, that STELLAR lab population figures presented in this report were based upon the numbers of students who participated for a full cycle of STELLAR instruction, as noted in table 2.

3.3 Scheduling

Eight groups of approximately twelve students were served in each STELLAR lab during the eight-month project year, four groups during each of the two 4-month cycles. Each group received 55 minutes of lab instruction daily, except on the semi-

TABLE 2

STELLAR PROJECT SITES
AND STUDENT POPULATIONS

Region	Site	Total No. Students	
		Cycle I	Cycle II
I	Congress Heights	37	42
I	Stanton	43	43
I	Turner	47	34
III	Harris	48	48
III	Richardson	45	45
III	Thomas	46	43
IV	Lovejoy	44	46
IV	Miner	43	45
IV	Wilson	48	47
V	Meyer	43	41
V	Seaton	44	40
VI	Emery	44	47
TOTAL		532	521

monthly days of specialized staff training. The lab schedule, depicted in table 3, included five time blocks. Four blocks were used for student instructional activities, and one period was reserved for daily team planning. Scheduling the team planning period at the start of the day permitted students to participate in their regular classroom reading program.

TABLE 3

STELLAR LAB SCHEDULE

Daily Time Blocks	Cycle I Groups (Oct. to Jan.)	Cycle II Groups (Feb. to May)
9:00 - 9:55	STELLAR Team Planning	Planning
10:00 - 10:55	Group A	Group E
11:00 - 11:55	Group B	Group F
12:00 - 12:55	Lunch	
1:00 - 1:55	Group C	Group G
2:00 - 2:55	Group D	Group H

3.4 The Teaching Team

Initially used in the 4-M Program with great success, differentiated team staffing was perceived as an important organizational dimension of the structural framework of the STELLAR Project.

As defined by Chamberlin,

Team teaching is a method of organizing teachers, children, space, and curriculum which requires several teachers, as a group, to plan, conduct, and evaluate the educational program for all of the children assigned to them.¹⁶

Each lab was staffed by a four-member team composed of two full-time members, a reading-language teacher and an educational aide, and two part-time members, a program assistant and a parent assistant. STELLAR team members totaled 47 employees: twelve teachers, twelve aides, twelve parent assist-

¹⁶Leslie J. Chamberlin, Team Teaching-Organization and Administration (Columbus: Charles E. Merrill Publishing Company, 1969), p. 16.

ants, and eleven program assistants. (One staff member served two schools.)

Teaming was a new role experience for each member, and it required the execution of new skills and behaviors. Prior to the FY 1977 STELLAR Project, Title I reading teachers functioned in self-contained resource labs during the regular, academic year program with no aide assistance. The summer 1976 4-M Program was the first systematic approach to the use of Title I teaching teams in the laboratory component. The assignment of a team of four adults was viewed as an improved alternative to the conventional, one teacher-one group staffing model. It was perceived by participants as a strength of the STELLAR design and an important contributor to the success of the project.

The benefits of employing a teaching team were many, including the following:

- .1 Diversity in teaching style, skill, and experience generated increased resources for improved teaching and learning.
- .2 Strengthened instruction emanated from a strong four-member team base.
- .3 Opportunities for offering personalized attention and individualized assistance were increased.

Further, Freeman notes:

... one significant advantage of this structure is that the (teachers) can pool their creative ideas, knowledge, and talent to meet these objectives and thus provide better instruction for the students. In fact, each team member stimulates the others producing a spiral development of both content and method ideas for the enrichment of the instructional program.¹⁷

¹⁷ Stanley L. Freeman, "The Growth-Learning Process," cited by Chamberlin in Team Teaching, p. 7.

Teamed teaching efforts were maximized by the planned inclusion of the following:

- .1 Designated planning periods on paid time
- .2 Ongoing supervisory assistance and support to team operations
- .3 Full-time assignment of the educational aide to the team

3.4.1 Team member roles and responsibilities. The following describes the roles of the four members of the STELLAR lab team.

The reading-language teacher was responsible for the individualized reading and language program of each STELLAR student. His role was that of leader in administering individually prescribed instruction. As such, he performed specific tasks in the substantive areas of educational diagnosis, selection or formulation of instructional objectives, construction of learning prescriptions, instructional implementation, and learning assessment. As leader of the team, the teacher was responsible for coordinating its efforts in effective and appropriate educational interventions, interpersonal interactions, and the delivery of educational services.

The educational aide was responsible for assisting in the planning, delivery, and assessment of educational services for Title I students. The hours before and after the student's school day were used in such student and team support activities as the design, construction, and duplication of instructional activities and the maintenance, distribution, collection, and storage of materials.

The parent assistant was a part-time team member serving four hours weekly in the laboratory. He provided students with direct assistance and support in independent and small group learning activities.

The program assistant was also a part-time team member who gave one hour of service daily to the STELLAR lab program. Functioning as an important member of the team, he performed clerical services, including typing, duplication, and filing of instructional materials and maintenance of the record keeping system.

3.4.2 Team member selection. The twelve reading-language teachers were collaboratively selected by regional coordinators, local school administrators, and the practitioner. The following criteria were employed in their selection:

- .1 Knowledge of the content of reading and language instruction
- .2 Effective teaching skills
- .3 Flexibility in teaching style
- .4 Positive adult-adult and student-adult interactions
- .5 Demonstrated desire for professional growth

Educational aides for the STELLAR lab program were jointly selected by local school administrators and regional coordinators from among the group of aides regularly assigned to the STELLAR school site. Selection criteria included the following:

- .1 Years of paraprofessional experience
- .2 Effective instruction/assistance skills
- .3 Flexibility in assistance style

- .4 Positive adult-adult and student-adult interactions
- .5 Demonstrated desire for professional growth

In like manner, parent assistants were selected with the assistance of the coordinator for parental involvement. Similar criteria were used. However, program assistants were those who were regularly assigned to STELLAR schools and, thus, required no special selection procedure.

3.5 The Laboratory Environment

Each STELLAR lab environment reflected a concern for individualized instruction. Team planning for the effective use of space resulted in learning environments which were functional, visually pleasing, and student-centered in the placement of furniture, materials, and equipment. Labs contained both content and process learning centers as well as facilities for small group and independent activities. Figure 2 was used as a guide to STELLAR lab space planning.

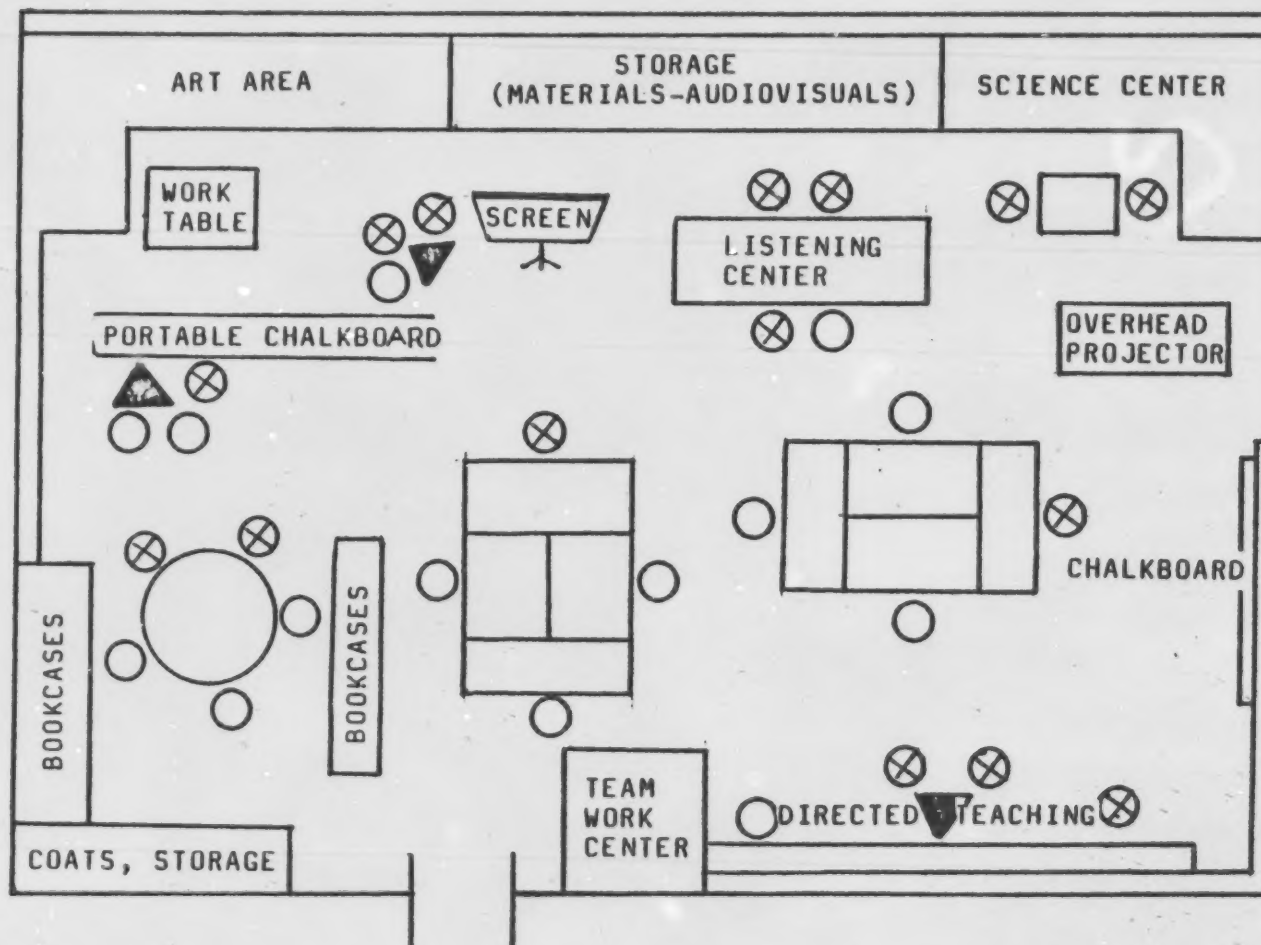


Figure 2. Physical Arrangement of a Sample STELLAR Lab. A diagram showing places occupied by students, ⊗ ; empty seats, ○ ; and teaching team members, ▲ . Adapted from a diagram in Looking In Classrooms by T.L. Good and J.E. Brophy, P. 279.

CHAPTER IV

THE CURRICULUM AND INSTRUCTION

The curriculum of the STELLAR Project included all of the learning experiences provided by the lab team to improve student competencies and performance in reading and language. It reflected the priority learning needs of Title I students.

The major areas of instructional focus were the four facets of language: listening, speaking, reading, and writing. Although stress was placed upon skills development and mastery learning, attention was also directed to increasing student enjoyment and use of all aspects of language.

The curriculum goals which follow are adapted from those proposed by Ruddell and describe the aims of STELLAR curriculum implementation.¹⁸

Clarity and precision in oral and written language expression

Accurate interpretation of messages received through oral and written modes

Effective use of language in problem solving experiences

Increased independence in language skills development

Appropriate selection and application of decoding and encoding skills

Flexibility in the selection and use of appropriate language patterns

Enjoyment and use of creative language expression

¹⁸ Robert B. Ruddell, Reading-Language Instruction: Innovative Practices (Englewood Cliffs: Prentice-Hall, Inc., 1974), p. 12.

Appreciation of the place and role of language in personal interactions

4.1 Instructional Content

The eight goals listed above respond to the question of what should be taught or what should be learned.¹⁹ As is readily discernible, reading and language were the interrelated and interdependent foci of the STELLAR curriculum. The content of this reading-language curriculum, then, included the following:

- Decoding skills
- Encoding skills
- Listening comprehension
- Reading comprehension
- Oral language expression
- Creative language
- Problem solving strategies
- Study skills

In order to accomplish the reading goals which were the major curriculum focus, broad dimensions of reading skills were selected from the local school district's curriculum. These skills included the following:

- Auditory Perception
- Visual Perception
- Word Perception
- Comprehension Development
- Comprehension and Interpretation
- Study Reading

¹⁹

Ibid.

Oral and written language goals formed the second curriculum focus. The rationale for a strong language emphasis underlying the developmental reading program of urban learners was articulated by such investigators as Jaggar, Ruddell, Goodman, and Cullinan.²⁰ These authors emphasized that the language differences of the urban student may produce or intensify problems in decoding or reading comprehension. Further, they stressed that listening and oral language skills interrelate with and impact upon skills in reading and written language.

Durkin notes:

Since growth in this collection of (reading) skills, abilities, and understandings depends upon oral language competencies, every school seriously interested in success with the basics automatically allots time for the contiguous development of children's oral language.²¹

Botel focused upon four critical experiences which he deemed as essential to an effective reading-language program.

He states:

A "literate environment" at home and at school produces early readers. A literate environment is one in which children frequently respond to literature. . . . Books and other reading, writing and

²⁰ Angela M. Jaggar, "Beginning Reading: Let's Make It a Language Experience for Black English Speakers," in Black Dialects and Reading (Urbana, Illinois: National Council of Teachers of English, 1974), pp. 87-97; Robert B. Ruddell, Reading-Language Instruction: Innovative Practices (Englewood Cliffs: Prentice-Hall, Inc., 1974), pp. 263-273; Kenneth S. Goodman with Catherine Buck, "Dialect Barriers to Reading Comprehension Revisited," The Reading Teacher 27 (October 1973): 6-12; Bernice E. Cullinan, "Issues in Black English and Reading," in Black Dialects and Reading (Urbana, Illinois: National Council of Teachers of English, 1974), pp. 3-13.

²¹ Delores Durkin, Teaching Young Children To Read (Boston: Allyn and Bacon, Inc., 1976), p. 247.

manipulative materials are available; children are read to, guided in their explorations and talked with; children are encouraged to ask questions and are praised for their interest.²²

The content of various subject matter disciplines, e.g., science, history, geography, and music, was used for the integration, transfer, and application of reading-language skills and problem solving strategies.

Three supports which undergird the learner's acquisition and application of reading-language skills also received attention. They included the following:

- Experiential development
- Conceptual development and structural understandings
- Self concept

In summary, then, the content of the STELLAR reading-language curriculum included three categories:

- Knowledge, including facts, principles, generalizations, and concepts
- Skills
- Attitudes and values

4.2 Individually Prescribed Instruction

An approach to individually prescribed instruction was adapted by the practitioner for use in the earlier 4-M introductory practicum. After careful review and analysis of this systems approach to instructional organization, the procedure was refined for even more intensive use in this practicum effort. The subsequent effective employment of this organizational

²² Morton Botel and JoAnn Tuttle Seaver, Literacy Plus - Handbook for Primary Teachers (Washington, D.C.: Curriculum Development Associates, 1977), p. 3.

procedure by STELLAR lab teams reported here and elsewhere in this report was undoubtedly attributable to the earlier developmental work in the 4-M Program.²³

As reported by Block,

. . . . Mastery learning approaches assume that virtually all students can master a great deal of what they are taught in school if the "instruction is approached systematically, if students are helped when and where they have learning difficulties, if they are given sufficient time to achieve mastery, and if there is some clear criterion of what constitutes mastery."²⁴

The basic components of the individually prescribed instruction procedure used in the STELLAR Project, hereafter referred to as IPIP, included the following:

- .1 Pre-assessment to identify specific, individual skill needs
- .2 Selection of the instructional objective
- .3 Construction of the learning prescription
- .4 Implementation of the prescription
- .5 Post-assessment to determine mastery of the objective

Additionally, alternative steps were devised for use when skills mastery was not initially achieved.

A conceptualization of IPIP is presented in figure 3. It graphically describes this organizational approach.

The following are detailed descriptions of the execution of each IPIP step.

²³ Johnson, "4-M Program Report," pp. 93-95.

²⁴ Benjamin S. Bloom, "An Introduction to Mastery Learning Theory," in Schools, Society and Mastery Learning, Edited by J. H. Block (New York: Holt, Rinehart and Winston, Inc., 1974), p. 6. As reported by James H. Block in "Individualized Instruction: A Mastery Learning Perspective," Educational Leadership 34 (February 1977): 337.

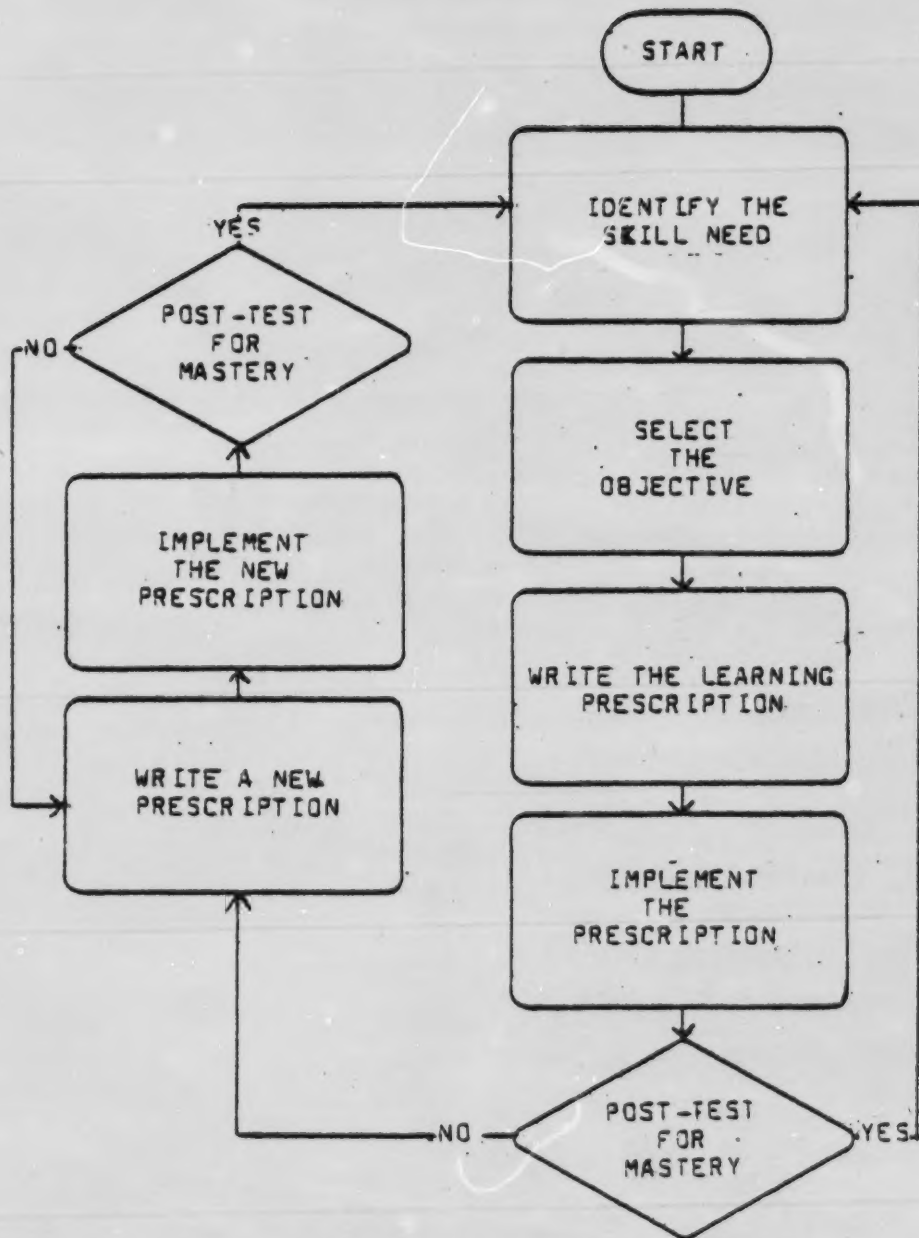


Figure 3. Conceptualization of the Individually Prescribed Instruction Procedure

4.2.1 Identification of skill needs. In late April of 1976, all students of the local school district were administered the Prescriptive Reading Test (PRT), levels A through I. This locally-developed, criterion-referenced test was designed to yield information regarding each student's status relative to district-wide objectives in reading. Test results provided STELLAR teams with diagnostic information for instructional planning in reading. At the start of each project cycle, lab teams reviewed and analyzed the individual PRT profile of each STELLAR student. Skill needs (minus area) information was transferred to specially-designed student checklists of non-mastered skills.

4.2.2 Selection of instructional objectives. After review and analysis of 'minus area' skill needs, teams selected reading objectives for each student. These objectives formed the nucleus of the student's four-month instructional program. Objectives were selected from those in the PRT manuals. Lab teams were advised to use great care in the selection of objectives in order to insure proper sequencing and continuity in skills development. The selected objectives were recorded on STELLAR diagnostic-prescriptive (D-P) forms and maintained within the laboratory record keeping system.

4.2.3 Construction of the learning prescription. Planning, writing, and implementing learning prescriptions was the focus of supervisory support and assistance activities. As in the prototype activity, teachers had some difficulty in using the summarized notations of prescription writing. Although an

alternative prescription form was introduced by a consultant, infrequent usage indicated deficits in its design, and the original STELLAR D-P form was re-instituted.

4.2.4 Implementation of the prescription. Administering the learning prescription required team planning and team action. Realization of the benefits of team member diversity in training, skills, and experiences required skillful team efforts. The specialized training component and the support of regional coordinators immensely aided the effective implementation of prescriptive teaching.

4.2.5 Post-assessment to determine mastery of the skills objective. The IPIP cycle was completed when mastery of the learning objective was attained. The date and type of assessment activity were also recorded on student D-P forms.

Teams were advised to utilize the following when testing for mastery:

- .1 Use at least three different activities.
- .2 Employ varied modalities.
- .3 Insure that at least one of the tasks approximates the activity required in the PRT test item.

4.3 Student Affect Strategies

. . . models presented by the adults in the environment are all-important because the child will spontaneously align himself with the motivational goals laid down for him in both structure and content.²⁵

STELLAR teams stressed the use of affect-building strategies, including the use of their own team actions as appro-

²⁵ Alexander Bannatyne, Language, Reading and Learning Disabilities (Springfield: Charles C. Thomas, Publisher, 1971), p. 528.

priate models for positive peer relationships. The intent was to improve both student self concept and student interactions. The rationale underlying the attention of lab teams to student affect was based upon the apparent positive correlation of self concept to the academic performance of educationally disadvantaged students.²⁶

Strategies employed by team members differed little from those employed in traditional classrooms or regular Title I resource labs. The major difference was a heightened consciousness of the perceived importance of positive self concept to learner performance. Thus, teams utilized every possible occasion to rebuild battered egos, strengthen self images, and encourage positive interactions among students.

Several lab teams employed peer tutoring as a vehicle for instructional assistance as well as for building positive affective behaviors. Learning success and increased achievement were perceived as self concept enhancers. STELLAR teams demonstrated the effects and benefits of shared collaborative actions.

Snyder notes:

The image young people see in the mirror is of utmost importance and depends upon their self-concept and belief in their potential to learn. These feelings of self-esteem or self-worth have a definite bearing on learning. It is even thought by some educators that the way students see themselves and their

²⁶ Deon O. Stevens, "Reading Difficulties and Classroom Acceptance," The Reading Teacher 25 (October 1971): 52-55; Ruth Jackson, "Building Reading Skills and Self-Concept," The Reading Teacher 25 (May 1972): 754-758; and William Glasser, Schools Without Failure (New York: Harper Colophon Books, 1969).

abilities is the most important factor in achievement.²⁷

4.4 Instructional Media and Materials

According to Durkin,

One way to think about materials is to view them as "tools of our trade." . . . tools are a means for achieving a goal; thus, they are chosen after the goal is defined.²⁸

In the STELLAR Project, instructional media and materials were viewed as tools for implementing individualized instruction. They supported team efforts to identify and accommodate student learning modality preferences.

Commercial instructional materials selected for use in the STELLAR Project adhered to the following criteria:

- Suitability for individually prescribed instruction
- Appropriateness for cognitive skills development
- Appropriateness for supporting affective learning and the improvement of affective behavior
- Use of multi-ethnic characters and urban locales
- Visually pleasing to the learner
- High interest value

The following is a listing of commercial reading-language materials used in the STELLAR Labs. They were provided by the Addison-Wesley Publishing Company on a pilot basis:

The Target Reading Skills Program, developed by H. A. Bamman and others, 1975.

The Electric Company Sentence Comprehension Kit, developed by the Children's Television Workshop, 1975

²⁷ Doris C. Snyder, "Said the Mirror, 'It is Good,'" The Reading Teacher 28 (December 1974): 273.

²⁸ Durkin, p. 209.

The Early Reading Program, developed by P. Platt and P. Winthe, 1973.

As described in the publisher's literature, the three separate material components provided by the Addison-Wesley Publishing Company offered resources for reading skills development and mastery. They placed emphasis upon different dimensions of the reading program. Presented as a materials package, they provided an array of materials from which to devise alternative, differentiated instructional plans.

Three kits comprised the first component, The Target Reading Skills Program: "Target Red Auditory-Visual Discrimination Kit," "Target Yellow Phonetic Analysis Kit," and "Target Blue Structural Analysis Kit." Each was an audio-visual module designed to supplement the basal reading program in word perception skills, word meaning, and comprehension. Each kit had the potential for being of assistance to lab teams in any one of several teaching activities: concept introduction, re-teaching, reinforcement, practice, or maintenance. The kits were designed to be self-instructive with little supervision needed.

The second component was the Electric Company Sentence Comprehension Kit. Designed as a tool for motivation and comprehension development, the kit contained eighty multi-media instructional activities and experiences related to eight different sentence patterns. It included sound filmstrips, audio cassettes, comics, and games.

The Early Reading Program applied a "unique grapho-linguistic approach to the teaching of reading," and offered

an effective blend of art and text.²⁹ Stories were urban-centered, and readings included plays, poems, fables, myths, and folktales to acquaint students with varied literary forms.

Teacher-developed materials were used extensively for skills development, practice, and reinforcement. They included an array of games, devices, and independent activities. The value of these materials lay in their development for the unique needs, interests, and learning modalities of the students for whom they were designed.

Each center was either equipped with or had adequate access to media equipment. The following media were used in STELLAR Labs:

Tape recorder

Phonograph

Listening center

Film projector

Filmstrip projector

Overhead projector

Opaque projector

Durkin notes:

. . . Teachers have to work at developing motivation by providing materials whose content will elicit interest. . . . Trade books and many carefully planned home-made materials also elicit interest and therefore motivate children to learn. . . . If large numbers of children are going to experience the usefulness of reading, many classrooms will have to consider shifting from their overuse of basals to a more generous use of materials like newspapers, magazines, bulletins, pamphlets. . . .³⁰

²⁹ Addison-Wesley School Division Catalog (Menlo Park, Calif.: Addison-Wesley Publishing Company, 1977), p. 5.

³⁰ Durkin, p. 250.

the role of materials and media in the STELLAR curriculum is summarized by the following statement from Dennison:

. . . . The problem with so-called methods and materials is that they so easily get confused with the original purposes for which they were intended, and become the ends instead of the means. If the end is truly a self-actualizing person who is turned-on to reading, then these materials will be used to guide the child to acquire those skills which will set him free. If the end is that "every child recognize silent e" then the reading program is doomed to failure.³¹

³¹ Paul E. Dennison, "Reading Programs are Means -- Not Ends!" The Reading Teacher 28 (October 1974): 10.

CHAPTER V

SPECIALIZED STAFF TRAINING

We must mark the attributes of good inservice education, plan the mechanics for its execution, and at the same time keep before us the objectives toward which the particular program is aimed.³²

Specialized staff training, the third component of the STELLAR Project, was a systematic strategy for professional growth and education. It was deemed essential and necessary for the planning, execution, and evaluation of effective instruction for 'at risk' Title I students. It was perceived as a basic element of the STELLAR design, and it addressed both the needs of students and the needs of staff. Inservice training exists as a segment of the continuum of professional education. The intent of this practicum component was not to replace individual staff efforts toward professional improvement. Rather, the intent was to conduct a systematic, developmental strategy for staff growth and proficiency.

This component was provided by a contracting agency, and it was conducted from October 1976 through May 1977. The training plan was developed and executed in response to the proposal requirements developed by the practitioner.

5.1 The Training Goal

What is needed is a system which will provide continuous and comprehensive teacher growth. . . .

³² Louis J. Rubin, Curriculum Development: A Study Guide for Educational Administrators (Fort Lauderdale: Nova University, 1972), p. 159.

It is important to recognize that artistry comes in varied shapes and that the task of retraining is not to remake the teacher according to a pre-determined mold, but rather to capitalize upon the natural attributes which exist.³³

The goal was to produce and maintain those teaching behaviors and competencies required to provide effective instruction in reading and language for 'at risk' Title I students. The intended outcomes were improvement in teaching and related assistance skills and, concurrently, improvement in student achievement. The effects reported in Part Three of this report demonstrate that these expectations were valid.

5.2 Staff Participants

The participant group was highly diversified in training and experience. It included twelve STELLAR reading-language teachers, twelve educational aides, and a group of seven coordinators, including five regional coordinators and the coordinators for staff development and special learning. Although random selection was not employed, participating staff demonstrated considerable differences both within and among role groups.

Staff displayed a wide range in four important areas: age (27 to 57 years); formal education (12th grade diploma to master's degree plus 60 graduate hours); years in present position or role (one year to 12 years); and graduate credits in reading (3 credits to 48 graduate credits). The range spread was significant because of the need for differentiated training activities and tasks.

³³ Rubin, p. 161.

The information sheet responses of 31 participants were tabulated and summarized. (See appendix F for a copy of the instrument.) The results are delineated in table 4 which presents comparative information regarding the mean characteristics of each of the three staff groups in the four areas cited above.

TABLE 4
COMPARISONS OF SELECTED CHARACTERISTICS
OF THREE STELLAR STAFF GROUPS

Mean Characteristic	Reading Teachers	Educational Aides	Coordinators/ Supervisors
Age	39.1	42.2	49.1
Years of Formal Education*	17.2	12.0	18.0
Years in Present Position/Role	3.2	6.1	2.1
Graduate Credits	21.3	5.0	11.7

*12 = H.S. diploma; 16 = Bachelor's degree; 17 = Master's degree; 18 = Master's degree plus 30 graduate hours; 19 = Doctoral degree or master's degree plus 60 graduate credits

Trainees' earlier professional experiences impacted upon their present performance. Participants did appear to share similar experiences before entry into their present positions. With the exception of one former language arts teacher, the previous professional position of all teacher trainees was that of classroom teacher. All participating coordinators had previously served in an administrative/supervisory capacity.

Table 5 presents the previous professional positions of trainees.

TABLE 5

PREVIOUS PROFESSIONAL POSITIONS OF TEACHER,
AIDE, AND COORDINATOR TRAINEES

Previous Position	No. Teachers	No. Aides	No. Coordinators
Classroom Teacher	11		
Language Arts Teacher	1		
Special Education Teacher			1
School/Government Clerical Worker		4	
Educational Assistant		3	
Administrator/Supervisor			6
None		5	
TOTAL	12	12	7

5.3 The Training Agency

The specialized training program was conducted by Hillcrest Children's Center (HCC) of Washington, D.C. This agency was awarded a contract in September 1976 to perform the training. It had submitted a proposal in response to the task statement and specifications of RFP PS 7612, both of which were developed by the practitioner. (See appendix D for excerpts of the task statement, specifications, and the

HCC proposal document, as well as related correspondence and documentation.) The training goals and activities described in the HCC proposal corresponded closely with those specified as the objectives of this practicum.³⁴ This was particularly important as regards the needs of the student population, the needs of trainees who operate in a 'generalist' educational context, and the employment of training processes with the greatest potential for obtaining the desired effects.

Several specific factors were instrumental in the selection of this institution. They included the following: HCC's training design, Project TRY; 25 years of experience with learning disabled children; the professional qualifications of the staff and consultants; on-site laboratory settings; its college and university affiliations; its desire for dissemination of successful curricula and techniques; and its expressed commitment to help the disabled learner attain success.

The training staff included a project director, an assistant director, a research associate, and a psychologist. The consultants to the program included Dr. Mark Ozer, developer of a collaborative approach to the psychological diagnosis of student learning disabilities; Dr. Tina Bangs who has performed extensive research and investigations in the area of language and learning disorders; and Dr. Norma Edwards, special consultant to Hillcrest Children's Center for implementation of Project TRY. Author of the text, A Special Delivery, which

³⁴Hillcrest Children's Center, "A Proposal: Training Teachers of Risk Youths -- Project TRY," Washington, D.C., 1976.

contained the specialized, structured curriculum employed at HCC, Dr. Edwards was an educational practitioner with considerable experience and expertise in the areas of early childhood education, speech, language pathology, and learning disabilities.

5.4 The Training Curriculum

In his text on curriculum development for educational leaders, Rubin states:

Today's inservice education tends to surfeit teachers with ideas which they have already grasped or to expound on technical theories and intellectual conceptions for which they are not ready and may not even need. At least part of the education must, of necessity, be straightforward training, and to this extent at least the education should conjoin specific ends with specific means. . . .³⁵

Further, Rubin notes:

To give teachers a repertory of skills which are generally useful, (inservice training) must focus on particular teaching tasks and on the classroom situations in which they habitually occur. It must utilize specific growth activities aimed at a particular competence. . . .³⁶

The specialized training curriculum focused upon those role tasks, behaviors, and activities which related directly to execution of the STELLAR design. Teams were trained in what they needed to know to effectively implement individualized instruction for 'at risk' Title I students with an array of learning needs, interests, strengths, and modalities.

The following describes three dimensions of the training curriculum: (1) the basic principles underlying the training

³⁵ Rubin, p. 156.

³⁶ Ibid., p. 162.

design, (2) the content or areas of training focus, and (3) the processes employed in the conduct of training activities.

5.4.1 Basic principles. Eighteen principles, adapted from Rubin's 26 principles of professional growth, formed the framework of the training design.³⁷ They included the following:

Training will take place during the employee's paid time.

Training will not interfere with individuality in teaching style, so long as performance effectiveness is not impaired.

Training will be compulsory for all STELLAR Project teachers and aides.

Training activities will be sequenced on the basis of prerequisite knowledge, skills, and complexity.

Training will be flexible to permit individual pacing and appropriateness for role functions.

Training will make use of actual teaching situations in STELLAR Labs.

Trainees will receive opportunities to practice new skills in their regular teaching and assistance activities.

Each trainee will receive feedback on his cumulative growth.

Module implementation time will be commensurate with the strengths and needs of trainees.

Trainees will have continuous access to on-site facilitators and to on-call, trained technical resources.

The school administrator will not serve as training supervisor.

Training will be accompanied by a corresponding effort to increase specialization.

Trainees' abilities will be compared at the beginning and end of the training component.

Training will be conjoined with performance incentives to motivate use of acquired skills.

³⁷ Rubin, pp. 169-178.

The training strategy will demonstrate tangible pay-off.
 Trainees will be motivated to participate.

The training strategy will increase the trainee's sense of job satisfaction.

The training strategy will be concerned both with techniques and attitudes.

The importance of these principles as undergirds of this component of the STELLAR Project is seen by their incorporation into the training design. The discussion in the following sections of this chapter will address and elaborate upon these principles of a sound staff development program.

5.4.2 Content. The major training emphasis was the introduction and demonstration of the specialized, structured language curriculum. It was developed by Edwards as a systematic approach to language instruction for children with learning problems. The author noted:

. . . the goal of this language curriculum is to respond to the multiple needs of youngsters suffering from the problems associated with having deviant learning needs. . . . These youngsters need a special kind of curriculum that can be adapted to regular school curriculums while ensuring structured and consistent attention to their own needs.³⁸

Consequently, the methodologies incorporated in this curriculum approach comprised the major strategies demonstrated during the latter part of the training curriculum.

Specified topics were explored with the assistance of consultants and other experts in several disciplinary fields. They included the following:

³⁸
 Norma S. Edwards, A Special Delivery - A Manual for Teachers of Children (Washington, D.C.: ICAY Publishing Company, 1977), p. 6.

Learning theory

Communication

Language acquisition

Language production and comprehension

Although participants were unable to perform an intensive, specialized study of each of the above areas, a broad-based background of knowledge and understanding was attained in order to effectively apply the learning methodologies presented in the specialized curriculum.

The three substantive areas of the training curriculum included: (1) attitudes, (2) background information and understandings, and (3) skills and techniques for applying these understandings. These three interrelated areas corresponded with the role responsibilities of laboratory teachers and aides and were, therefore, essential to producing trainee competency as well as improved student performance. Dimensions of each of the three substantive areas were specified within five modules which formed the curriculum core. They included the following:

- .1 The Child, You, and Your Role
- .2 Reading and Language
- .3 Educational Diagnosis
- .4 Prescriptive Teaching
- .5 Consultant Services

At the start of the program, each trainee was given the HCC course syllabus. In addition to statements of rationale and the identification of problems, the syllabus also delineated the goals and objectives, expected results, expected trainee com-

petencies, and descriptions of training approaches for teachers, aides, and coordinators. Additionally, methodologies were explored and the expected replication efforts were described.

(A copy of the HCC syllabus is included in appendix D.)

The course was titled, "Diagnostic Processing and Language Acquisition," and yielded six graduate or undergraduate credits for all teachers, coordinators, and aides who successfully completed the training activity. The participating institution was the University of Virginia at Charlottesville. All participants successfully completed the course and earned the six college credits.

Diversity in the experiences, formal training, and roles of the three participant groups necessitated planned differentiation in training content. Some tandem training activities were conducted for teachers, aides, and coordinators. However, a conscious effort was made to tailor curriculum content and activities to the role needs of the participant group and to conduct the training for that group in a separate setting. The utilization of both tandem and separate training activities adequately served the needs of staff as team members and as individual role performers.

5.4.3 Processes. The training procedure comprised ten process steps designed by the practitioner for staff competency training. These process steps were called training episodes. The resultant competencies achieved by trainees indicated the potential usefulness of these process steps for similar in-service training programs. Each training episode had a distinct

purpose. An episode was not a designation of time. Rather, it was one of purpose and activity. Two or more episodes often occurred on the same day, but rarely, if ever, simultaneously. Passage through the ten steps produced a completed cycle of training activity resulting in demonstrated performance of a designated competency. The ten training episodes are presented in table 6.

5.5 Trainee Competencies

As noted in the preceding discussion, this systematic training strategy employed three substantive areas. These included (1) attitudes, (2) background knowledge and understandings, and (3) skills and techniques for applying background knowledge and understandings. Related to these three areas were 18 role competencies identified as those in which lab teachers and aides must demonstrate competency and proficiency. Training focused upon the demonstrated mastery of these 18 competencies. Informal assessment activities conducted by coordinators, reported in Part III of this report, revealed that the trainees demonstrated effective performance of the specified competencies. The 18 competencies and their related substantive areas are presented in table 7. Table 8 outlines the overall STELLAR training curriculum, including the five modules of training activity, the 18 competencies prescribed for mastery by teacher and aide trainees, and the three related substantive areas.

The HCC training curriculum provided a further delineation of these 18 competencies into specific role tasks. As

TABLE 6

STELLAR TRAINING EPISODES

Episode	Activity
1	Pre-assessment to determine training need
2	Description and explanation of the new skill or task, with underlying, theoretical principles and concepts
3	Analysis of the skill/task through interaction with trainers, co-trainees, and LEA coordinators
4	Controlled observation of a demonstration of the skill/task
5	Analysis of the demonstration through interaction with trainers, co-trainees, and LEA coordinators
6	Controlled, supervised practice of the skill/task
7	Analysis of the controlled practice of the skill/task through interaction with trainers, co-trainees, and LEA coordinators
8	Unsupervised practice and application of the skill/task
9	Analysis of the unsupervised practice and application of the skill/task through interaction with trainers, co-trainees, and LEA coordinators
10	Post-assessment of skill/task competency

TABLE 7
CATEGORIES OF TRAINEE COMPETENCY

Substantive Area Category	Competency
Attitudes	1. Perceptual awareness of children 2. Perceptual awareness of parents 3. Perceptual awareness of the school staff
Background Knowledge and Understandings	4. Role functions and responsibilities 5. Individual differences in learners 6. Development and acquisition of the receptive and expressive language skills 7. The arts of language 8. Language-related disciplines: psychology, sociology, and linguistics 9. Reading-language instruction
Skills	10. Administering diagnostic instruments 11. Analysis and interpretation of diagnostic information 12. Writing and selecting instructional objectives 13. Constructing learning prescriptions 14. Implementing specialized techniques in reading and language instruction for Title I students 15. Organizing and managing the lab 16. Identifying and mobilizing resources for instruction 17. Performing assessments of student competencies 18. Providing consultant services to classroom staff

TABLE 8

TRAINING MODULES, COMPETENCIES,
AND SUBSTANTIVE AREAS

Module No.	Title	Competency	Substantive Area*
I	The Child, You, and Your Role	1. Perceptual awareness of children	A
		2. Perceptual awareness of parents	A
		4. Role functions and responsibilities	BK
		5. Individual differences in learners	BK
II	Reading and Language	6. Development and acquisition of the receptive and expressive language skills	BK
		7. The arts of language	BK
		8. Language-related disciplines	BK
		9. Reading-language instruction	BK
III	Educational Diagnosis	10. Administering diagnostic instruments	S
		11. Analysis and interpretation of diagnostic information	S
IV	Prescriptive Teaching	12. Writing and selecting instructional objectives	S
		13. Constructing learning objectives	S
		14. Implementing specialized techniques in reading and language for Title I students	S
		15. Organizing and managing the lab	S
		16. Identifying and mobilizing resources for instruction	S
		17. Performing assessments of student competencies	S
V	Consultant Services	3. Perceptual awareness of the school staff	A
		18. Providing consultant services to classroom staff	S

*A = Attitudes; BK = Background Knowledge and Understandings;
S = Skills

noted in the final report of that agency, teacher trainees were required to demonstrate competency in the execution of the following tasks:

- .1 Conducting successful interview sessions with parents, aides, and children
- .2 Choosing appropriate diagnostic instruments to assess student learning level and style
- .3 Interpreting test results
- .4 Performing concrete goal setting
- .5 Writing concrete goals in behavioral terms
- .6 Implementing appropriate sections of the HCC curriculum within the laboratory setting³⁹

Table 9 presents the relationship of HCC teacher task competencies to the broader areas of competency specified by the STELLAR Project.

All participants successfully completed the eight-month training strategy with demonstrated competency in the identified areas.

5.6 Dates, Hours, and Sites

Sixteen full-day, five-hour training sessions were conducted for teacher, aide, and coordinator participants. In general they were held on alternate Thursdays from nine o'clock until three o'clock. Training commenced on October 21, 1976, and ended on May 26, 1977, a total of 80 clock hours. The training site was Hillcrest Children's Center, located at 1305 W Street, N.W. in Washington, D.C. In addition, some supplementary, individualized assistance was provided by trainers

³⁹ Hillcrest Children's Center, "Final Report: Training Teachers of Risk Youths - Project TRY," Washington, D.C., 1976, p. 83.

TABLE 9

RELATIONSHIP BETWEEN HCC TEACHER TOLE TASK
COMPETENCIES AND STELLAR PROJECT
TRAINING COMPETENCIES

HCC Teacher Task Competencies*	Related STELLAR Training Competencies**
Conducting interviews with parents, aides, children	1, 2, 3, 4
Choosing appropriate diagnostic instruments	5, 10
Interpreting test results	5, 11
Describing specific tasks, problems, and techniques for remediation of deficit areas (concrete goal setting)	6, 7, 8, 9, 12, 13, 14, 15, 16, 17
Incorporating components of the HCC curriculum in the Title I lab program	13, 14, 15, 16, 17
Implementing vocabulary centers	13, 14, 15, 16, 17
Replicating field site models in other field settings	18

*SOURCE: HCC Proposed document for Project TRY

**Numerals are those used in Table 8.

at the work sites of participants. (See appendix D for program agenda and project status reports.)

Table 10 presents the schedule of training sessions during the eight-month period.

5.7 Utilization of Training

Team utilization of concepts, skills, and strategies introduced during the 16 training sessions was systematically documented by regional coordinators.

TABLE 10

HCC STAFF TRAINING SCHEDULE

Session No.	Date	Module	Topic	Consultants/ Trainers*
1	10/21	The Child, You, and Your Role	Project orientation Group dynamics Tour of HCC The Learning Process	Dr. Edwards Mr. Worthy HCC staff
2	11/4	The Child, You, and Your Role and Reading and Language	Problem solving as a basis for concrete goal setting Psycho-social development Student characteristics, as related to language development Aide role interviews	Dr. Ozer Dr. Shorr HCC staff
3	11/18	Reading and Language	Problem solving through student interview methods and techniques Introduction to language development	Dr. Ozer Dr. Edwards HCC staff
4	12/2	Reading and Language; Educational Diagnosis	Student interview methods and techniques Management Test administration and interpretation	Dr. Ozer Dr. Edwards HCC staff
5	12/9	Educational Diagnosis	Conflict cycle Life Space Interview Psycho-social group dynamics management LD and ED	Dr. Ciarde Mr. Worthy HCC staff
6	1/6	Educational Diagnosis	Educational assessment: test interpretation, identifying behaviors LD and ED HCC curriculum strategy: phoneme-grapheme association	Dr. Edwards Dr. Ciarde HCC staff

Session No.	Date	Module	Topic	Consultants/ Trainers*
7	1/13	Educational Diagnosis	Conflict cycle Life space interview Test administration and interpretation: Detroit Verbal Opposites, Botel Word Opposites	Mr. Worthy Mr. Gibson HCC staff
8	2/3	Prescriptive Teaching	HCC curriculum strategy: phoneme-grapheme association Test administration and interpretation: Classroom Behavior Inventory Peabody Picture Vocabulary Test	Dr. Edwards HCC staff
9	2/17	Prescriptive Teaching	HCC curriculum strategy: blending, pivot drill Concrete Goal Writing	Mrs. Gaillard Dr. Edwards HCC staff
10	3/3	Prescriptive Teaching	HCC curriculum strategy: noun concept	Dr. Edwards HCC staff
	3/14 3/17 3/21 3/28 4/4	Prescriptive Teaching	Field site visitations by HCC staff to STELLAR labs	HCC staff
11	2/7	Prescriptive Teaching	HCC curriculum strategy: verb concepts	Dr. Edwards HCC staff
12	4/21	Prescriptive Teaching	HCC curriculum strategy: noun and verb concepts	HCC staff
13	4/28	Prescriptive Teaching and Consultant Services	HCC curriculum strategy: concept of prepositions and adjectives The Buddy Teacher's Test	Dr. Edwards HCC staff

Session No.	Date	Module	Topic	Consultants/ Trainers*
14	5/12	Prescriptive Teaching and Consultant Services	HCC curriculum strategy: vocabulary centers	Dr. Edwards HCC staff
15	5/25	Prescriptive Teaching and Consultant Services	The Buddy Teacher's Test Adaptation of HCC curriculum materials to classroom/lab program	Dr. Edwards HCC staff
16	5/26	Prescriptive Teaching and Consultant Services	Language and learning disorders Teacher competencies in designing appropriate instructional plans	Dr. Bangs Dr. Edwards HCC staff

*The HCC training staff included Ms. Diane Robinson, Ms. Susan Haggerty, and other members of the teaching faculty.

A practitioner-developed form profiled two aspects of new skill/concept utilization:

- .1 Frequency of use of the new skill/task
- .2 Effectiveness of use of the new skill/concept

(A copy of this observation form and an explanatory memorandum are in appendix E.)

The frequency of use of the new skill or concept varied among teams, depending upon its perceived importance to program effectiveness and student achievement. In general, however, most training concepts and skills were integrated into ongoing program operations. As expected, the effectiveness of implementation by individual members of the team also varied, with improvement noted as usage increased. Documentation revealed a high level of effectiveness displayed by teams as the program progressed.

Several significant factors influenced the effectiveness level of new skills/concepts, including the following:

- .1 Systematic support and assistance from the regional coordinators
- .2 Staff receptivity to new concepts and skills
- .3 Staff perceived utility of strategies introduced
- .4 Training methodologies

Trainers were well-prepared. Information was clearly explained. Demonstrations and presentations were thoroughly executed. The result was a high level of effective utilization of training information, as revealed by the following measures:

- .1 Findings from the participants' assessment of the STELLAR Project which identified the specialized

staff training component as one area of program strength

- .2 Gains in student mastery of skills, as measured by criterion-referenced tests and standardized achievement tests

Figure 4 conceptualizes the processes employed in the use of training information by STELLAR teams.

5.8 Implications and Recommendations

The appraisal of training component worth is presented in Part III of this report. The general consensus described in that section was that this training activity produced benefits to staff which impacted upon student achievement. The intent of this discussion, however, is to explore the educational and managerial implications of several aspects of the training activity. Such an analysis is particularly important because of the following factors:

- .1 The duration of the training conducted on paid employee time
- .2 Content of the training goal, i.e., equipping staff with "specialized" skills to effect appropriate instruction for 'at risk' students
- .3 Emphasis upon trainee demonstration of competency in specified areas
- .4 Tandem training of teachers, aides, and their supervisors
- .5 Use of training staff who served students exhibiting extreme learning disorders and disabilities

The training program incorporated concepts and methodologies which had important implications for future staff development activities similar in intent, design, or scheduling. These implications are posed as questions. The intent is to stimulate

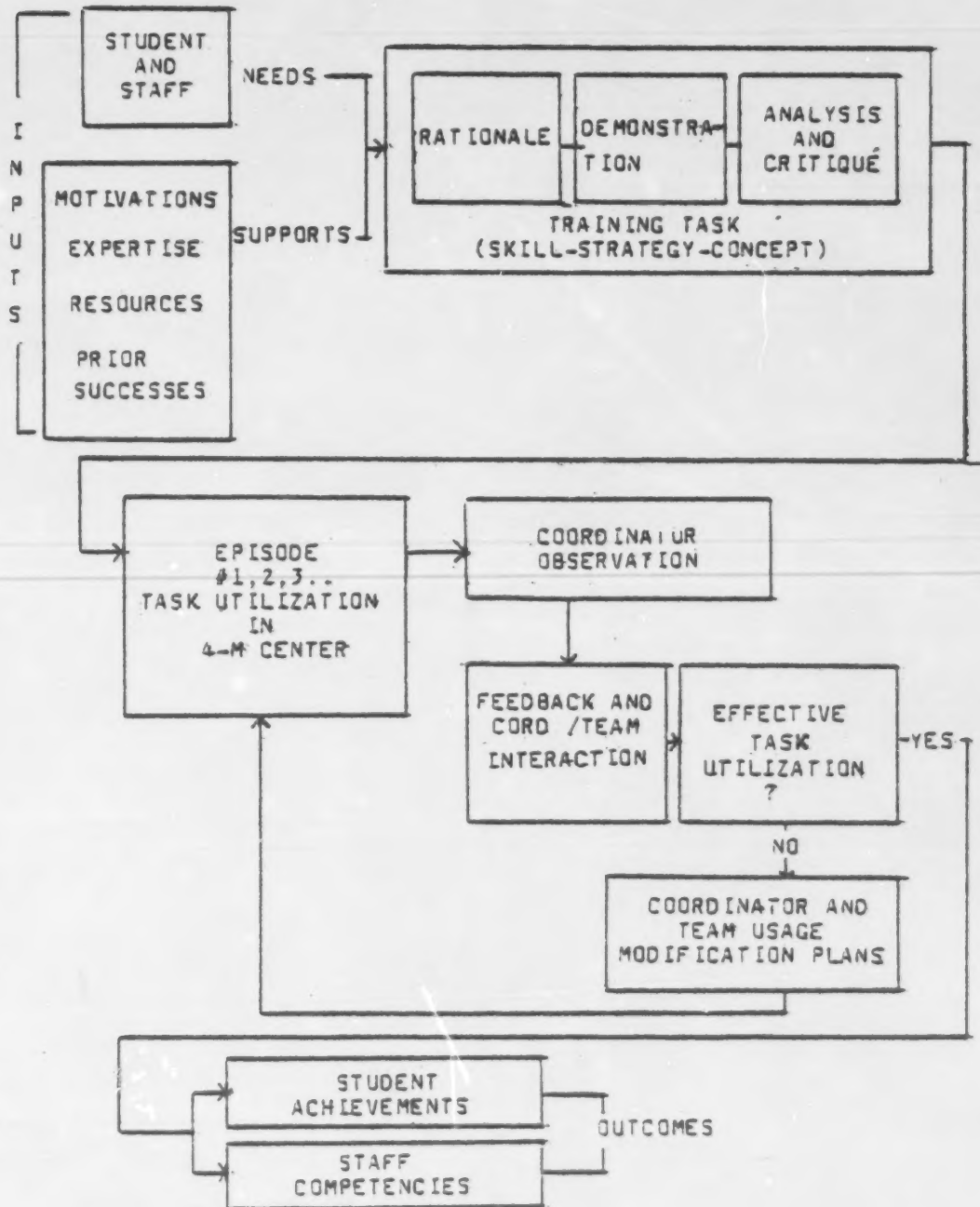


Figure 4. Schema of STELLAR Lab Team Utilization of Training and the Resultant Effects

provocative thought and discussion regarding the entire array of professional training activities as now planned and implemented within the Title I system. Thus, we pose the following inquiries:

What are the implications of --

- .1 Designating courses for compensatory education staffs as "special education" courses?
- .2 Adapting and using methods and techniques which were originally designed for children with assessed learning disabilities and psycho-social limitations?
- .3 Providing tandem training activities for teachers, aides, and supervisors?
- .4 Excluding other members of the school team from the training designed to produce improvement in students which all staff serve?
- .5 Providing semi-monthly training sessions which last for a full day?
- .6 Training a cadre of resource teachers in the use of "specialized" teaching techniques to augment their "generalist" methodologies?
- .7 Placing training emphasis upon psycho-social concerns as well as upon language developmental disorders?
- .8 Training teachers in the administration and interpretation of diagnostic instruments not readily available to them at the present time?
- .9 Equipping educational aides with specialized content and processes to which some teachers have not been exposed?
- .10 Using trainers located outside the local school district?

The following recommendations are of importance to considerations for replicating this training activity. It is recommended that:

- .1 All inter-regional training programs be planned, developed, and coordinated by a specified committee

charged with the responsibility for overall management and assessment

- .2 Negotiations be held early with the affiliate university which will grant the college credits
- .3 Training content and processes focus upon specified competencies which staff should demonstrate in the effective performance of role tasks
- .4 Training be conducted on paid employee time
- .5 Staff see a direct link or pay-off between the successful completion of training, improved job performance, and student achievement
- .6 Training be directed toward increasing the specialization of the roles of staffs working with Title I students

CHAPTER VI

PARENT TRAINING

The fourth component of the STELLAR Project was a strategy for the training of a small subset of parents of Title I students in the STELLAR Project. It was designed as an auxiliary to the instruction-related components. The intensive parent training conducted within this component provided an additional mechanism for strengthening the home-community-school support base for Title I students, a base which had the potential for accelerating and improving student academic, social, and personal development.

The goal was twofold: (1) to aid parents to manage the behaviors of their children, and (2) to provide parents with techniques to use at home to reinforce skills introduced in school.

The training participants included twelve parents of STELLAR students, one from each participating school site. Parent trainees were collaboratively selected by the principal, coordinator for parent involvement, and regional coordinators. Selection criteria included the following:

- .1 A significant amount of volunteer assistance to school and classroom programs
- .2 Demonstrated desire for additional skills and information to improve her child's performance
- .3 Demonstrated desire for personal growth
- .4 Availability for participation on a regular basis

Hillcrest Children's Center (HCC) of Washington, D. C. was the training agency and performed all training activities related to both this component and that of the specialized training for staff. The training design was incorporated in the proposal for Project TRY, the training document submitted in response to RFP PS 7612 and described in some detail in the preceding chapter. Training was conducted by Dr. Seymour, a member of the HCC staff who possessed considerable expertise and experience in providing parent support and training. Additionally, some consultant assistance was also provided

The training curriculum focused upon those attitudes, understandings, activities, and experiences which were deemed essential to the attainment of the stated goals: behavior management and reinforcement of school learnings. Parent-child interaction was explored in an indepth manner as were other factors affecting familial relationships, e.g., cognitive, social, emotional, and environmental factors. The following is a listing of broad topics denoting areas of concern and study explored during the training sessions:

- .1 Self Concept
- .2 Levels of Personality Functioning
- .3 Deviations in Learning Ability
- .4 Stages of Normal Child Development
- .5 The Learning Disabled (LD) Child's Development
- .6 Language Development
- .7 Parenting and the Role of the Parent
- .8 Parent Involvement

- .9 Assessment Strategies
- .10 Diagnosis and Treatment of LD
- .11 Parental Attitudes Toward LD
- .12 Common Problems of Parents

Training activities were varied and functional. They ranged from: (1) problem solving sessions in which concerns were identified and alternative solutions were considered, to (2) the use of films and filmstrips in the analysis and critique of parent-child encounters.

A total of sixteen training sessions was held during the eight-month activity. The program commenced on October 21, 1976 with a tandem session conducted with the STELLAR specialized training staff participants. It was concluded on May 18, 1977. Trainees were involved for a total of 48 hours, two sessions of three hours each per month. Activities included workshops, demonstrations, and interaction sessions. All activities were conducted at Hillcrest Children's Center in Washington, D. C.

Each parent trainee received a stipend as partial compensation for expenses, e.g., travel, baby-sitter fees, etc. These costs were included within the total budget of the training agency, including the costs of both the specialized component for staff training and the parent training component.

Several recommendations have implications for parent activities, including replication efforts of this project as well as other parent involvement experiences planned and implemented in the Title I Program.

It is recommended that:

- .1 Parent stipends be paid no later than three weeks following each training session
- .2 A member of the staff of the parent involvement component be available for participation in each training session
- .3 That such training be planned for a larger group of parents and conducted at regional school sites
- .4 That training be followed or accompanied by regular, individual conferencing sessions to provide parents with professional, individual counseling support

(A copy of the progress status report for this component is included in appendix D.)

If parents are aware, for example, that number concepts can be reinforced by dinner table conversation and grocery store errands, the child's education on number concepts does not occur just between 10:00 and 10:20, Monday through Friday. And if schools are aware of the differences in life styles, classroom activities can be made more relevant to the experiences of the child. . . . This broader view demands that the total community share the responsibility for educating the young, and brings many changes to the existing school system. . . .⁴⁰

⁴⁰Ruddell, p. 580.

CHAPTER VII

SUPERVISORY SUPPORT AND ASSISTANCE

. . . We see the need for supervision emerging from the problems that are identified in the learning system.⁴¹

Supervisory support and assistance was the fifth and final component of the intervention strategy, the STELLAR Project. Its designation as a strategy component was indicative of its importance to the execution of the total design. Its importance derived from a demonstrated need to provide continuous and appropriate supervisory support to STELLAR teams. This component was essential to the effective implementation of each component of the project and to the attainment of expected student outcomes.

a assistance offered through this component, including the inservice training activities, differed from that provided through the HCC specialized training in that it was implemented by Title I LEA staff supervisors and coordinators. It was not relegated to only one aspect of lab operations as was the HCC training for the demonstration and implementation of specialized curriculum techniques. It offered support to all four members of the team. Further, it was part of the continuous, ongoing program of supervision.

The support and assistance provided to STELLAR teams was

⁴¹David W. Champagne and John L. Morgan, Supervision: A Study Guide for Educational Administrators (Fort Lauderdale: Nova University, 1973), p. 18.

both comprehensive and systematic. Several factors required the execution of a planned system of support, as follows:

- .1 The requirement to execute a program design which was new to STELLAR teams and to the LEA staff
- .2 The likelihood of unanticipated problems for which there were no procedural precedents for solution
- .3 The inexperience of teachers, aides, parents, and program assistants in collaborating as members of teaching teams responsible for the instruction of specified groups of students
- .4 The variations in levels of teaching effectiveness anticipated from the differences in age, years in present position, total years of teaching experience, formal graduate training, and specialized post-graduate studies in reading instruction
- .5 The necessity for sound supervisory techniques for the effective management of program operations

7.1 LEA Support Staff

The successful implementation of this component required the assistance of many LEA supervisory personnel, including regional and program coordinators.

First-line supervision and assistance was provided by the five regional coordinators, each of whom was responsible for the oversight of STELLAR Project operations in schools within their respective regions. Each coordinator devoted at least 10 percent of his supervisory time to the project, including at least one hour of in-lab service weekly.

The coordinator for Title I Special Learning Centers served as a staff resource in the area of specialized instruction for disabled learners. Guidance and assistance was provided in perceptual skills development and in other specific areas of the curriculum.

The staff development coordinator provided assistance and services related to the planning, delivery, and assessment of staff training.

The parent involvement coordinator provided aid and support to the two groups of parent participants: parent assistants who served as members of lab teams and parent trainees who were involved in the HCC training component. Services of this staff supervisor were related to the planning, delivery, and assessment of parent services and training.

7.2 The STELLAR Project Coordinating Committee

The important tasks of planning, supervision, coordination, and assessment of STELLAR Project supports were performed by the Coordinating Committee. Composed of the five regional coordinators and the coordinators for staff development, parental involvement, and special learning, the committee functioned as a structured entity under the direction and leadership of the practitioner, the deputy director.

This committee provided invaluable leadership to project implementation efforts, and it impacted considerably upon the effectiveness of STELLAR operations. Its commitment to the goals and objectives of the STELLAR Project, its advocacy of the benefits of the design, and its belief in the philosophical bases of the project contributed significantly to its actions as an important source of staff support. Although the major role of this committee lay in the dual functions of planning and coordination, it significantly affected the activities of other staff in the delivery and assessment of supports.

Under the direction of the practitioner, the committee provided leadership in performing the following functions:

- .1 Selection of STELLAR reading-language teachers
- .2 Random selection and assignment of students to the control group
- .3 Development of forms required for the documentation of STELLAR operations
- .4 Selection of commercial materials, equipment, and supplies
- .5 Development and implementation of district-wide staff development activities
- .6 Monitoring of project operations for proposal compliance, educational effectiveness, and execution of the appropriate modifications needed to effect improvements

It is the view of this practitioner that a pilot program of this volume and intensity could not have maintained uniformity of practice and procedures, nor could it have achieved its intended effects, without the leadership and support of key officers intimately involved in its operation and committed to the efficacy of its goals. (Appendix E contains several memoranda and meeting agendas related to the operations of the Coordinating Committee.)

An adjunct committee composed of assistant regional coordinators, regional resource teachers, and the coordinator for curriculum development, joined by all members of the Coordinating Committee, formed a broad-based Support and Assistance (S & A) Team. It implemented various and appropriate assistance strategies for lab team effectiveness, particularly as regards inservice training activities.

Table 11 presents a chronological log of the major tasks performed by the Coordinating Committee during the first month of project operations.

7.3 Supervisory Processes

Supervision was systematically implemented through six process steps. These steps were originally developed for the practitioner's introductory practicum. Because of their practicality and effectiveness in aiding supervisory efforts, they were also used in this practicum effort. The steps are described as follows:

Process Step 1: Identification of Lab Team Member Need

Identification of the specific needs of teachers, aides, and parents was performed in several ways:

- .1 On the basis of previous observations and assessments during the academic year
- .2 On the basis of needs demonstrated during initial STELLAR observations or following introduction of the strategy during staff development activities
- .3 Articulation of need by teacher, aide, program assistant, or parent
- .4 Articulation of need by local school administrator

(A copy of the STELLAR Project observation checklist is in appendix E.)

Process Step 2: Mutual Agreement of Need-Matched Objective for Team Member Improvement

In a conference setting, the team member and coordinator reached agreement that a need existed which required improvement. An objective was established.

TABLE 11

LOG OF MAJOR TASKS PERFORMED
BY THE COORDINATING COMMITTEE
DURING THE INITIAL MONTH OF STELLAR PROJECT OPERATIONS

Date	Task/Activity	Resources
Oct 7	Initial meeting and orientation of the STELLAR Coordinating Committee	Copies of STELLAR Guide; time line; meeting agenda
Oct 12	Memorandum to Dr. Edwards of Hillcrest Children's Center (HCC) listing concerns and seeking clarification and conference dates	Informal feedback from committee members
Oct 12	Memorandum to Ms. Robinson of HCC related to the STELLAR Guide	Copies of STELLAR Guide
Oct 14	Coordinating Committee meeting: planning the staff orientation and preservice training activity	STELLAR Guide
Oct 19	Orientation and Preservice Training Session for all STELLAR staffs, school administrators, and LEA personnel	S & A Team; STELLAR Guides; supplementary materials; A-V Orientation Package; clerical assistance
Oct 19	Memorandum to all administrators of STELLAR schools in appreciation of the school's participation in the project	Clerical assistance
Oct 19	Letter for parents of STELLAR students transmitted to school administration for STELLAR teams	Clerical and typing services
Oct 20-25	Initial implementation steps (student selection, local school orientations, PRT skill needs, lab schedules)	School administrators; STELLAR lab teams; Individual student PRT profiles
Oct 21	Initial HCC training session for teachers, aides, coordinators, and parents	HCC training staff

Date	Task/Activity	Resources
Oct 22	Conference with Addison-Wesley Publishers to provide three reading programs on a pilot basis	Addison-Wesley staff
Oct 26	Commencement of Cycle I of the STELLAR Project	Lab teams; school staffs; S & A teams
Oct 27	Identification of manipulatives for perceptual training in response to lab member request	Materials distribution center staff
Oct 27	Memorandum to lab teams, responding to questions/concerns raised	Materials distribution center staff
Oct 27	Memorandum to lab teams regarding Addison-Wesley materials	Addison-Wesley staff
Oct 27	Memorandum to program assistants regarding dissemination of information to parents about the STELLAR Project	Lab teams; school administrators; clerical assistance
Nov 1	Distribution of manipulatives	Distribution Center staff
Nov 4	Second HCC training session for teachers, aides, coordinators	HCC staff
Nov 9	Inservice training in Perceptual Skills Development for lab teachers, aides, and parent assistants	S & A Team; District staff; Title I Coordinator--Special Learning
Nov 10	Second HCC training session for twelve parents of STELLAR students	HCC staff
Nov 16	Orientation to and training in the use of three Addison-Wesley Reading Programs	Media Center staff; Addison-Wesley staff; S & A team

Process Step 3: Development of a Plan
for Improvement

The coordinator and team member together developed a plan for improvement. It included varied strategies to aid performance, e.g., obtaining additional information, modifications in the use of a strategy, arrangements for observation and critique of the modified use of the strategy; help from co-members of the lab team; and locating other sources of assistance.

Process Step 4: Implementation of the Plan

The plan was implemented as designed, using resources from the center, the school, or the LEA Office.

Process Step 5: Assessment of Effectiveness
of Strategy Modification

In a conference setting, both the coordinator and the team member assessed the success of the strategy modification and determined whether or not the objective was attained. Of importance to both were the process changes which impacted upon the success of the strategy modification.

Process Step 6: Alternative Strategies for
Non-Achievement of Objectives

When the coordinator and team member perceived that the objective was not being achieved, they collaboratively identified alternative approaches.

The approach described in the preceding six process steps is similar to that employed in individually prescribed instruction for students. Thus, it was an acceptable mode for producing more effective teaching behaviors by teachers, aides, and

parent assistants. Figure 5 conceptualizes the processes employed in the STELLAR system of supervisory support and assistance.

7.4 Supervisory Support Activities

The program of supervisory support and assistance for lab teams involved each team member as a co-participant in developing collaborative plans for competency improvement. In-lab support, referred to earlier in this chapter, was given at least one hour weekly. Each lab visitation was performed to achieve an objective collaboratively established by lab team members and the coordinator. Support activities were matched with staff needs. They included the following:

- .1 Assisting with center operations
- .2 Performing strategy demonstrations
- .3 Serving as staff development trainers
- .4 Mobilizing staff and material resources
- .5 Clarifying procedures
- .6 Constructing learning tasks and materials

Supervisory workloads ranged from one to three lab teams.

Table 12 presents the number of team members supervised by Title I regional coordinators.

7.5 Staff Development

Several sessions of staff training were conducted for members of STELLAR lab teams. These sessions were planned, developed, and executed by the STELLAR Coordinating Committee, with the assistance of other staff of the LEA central and

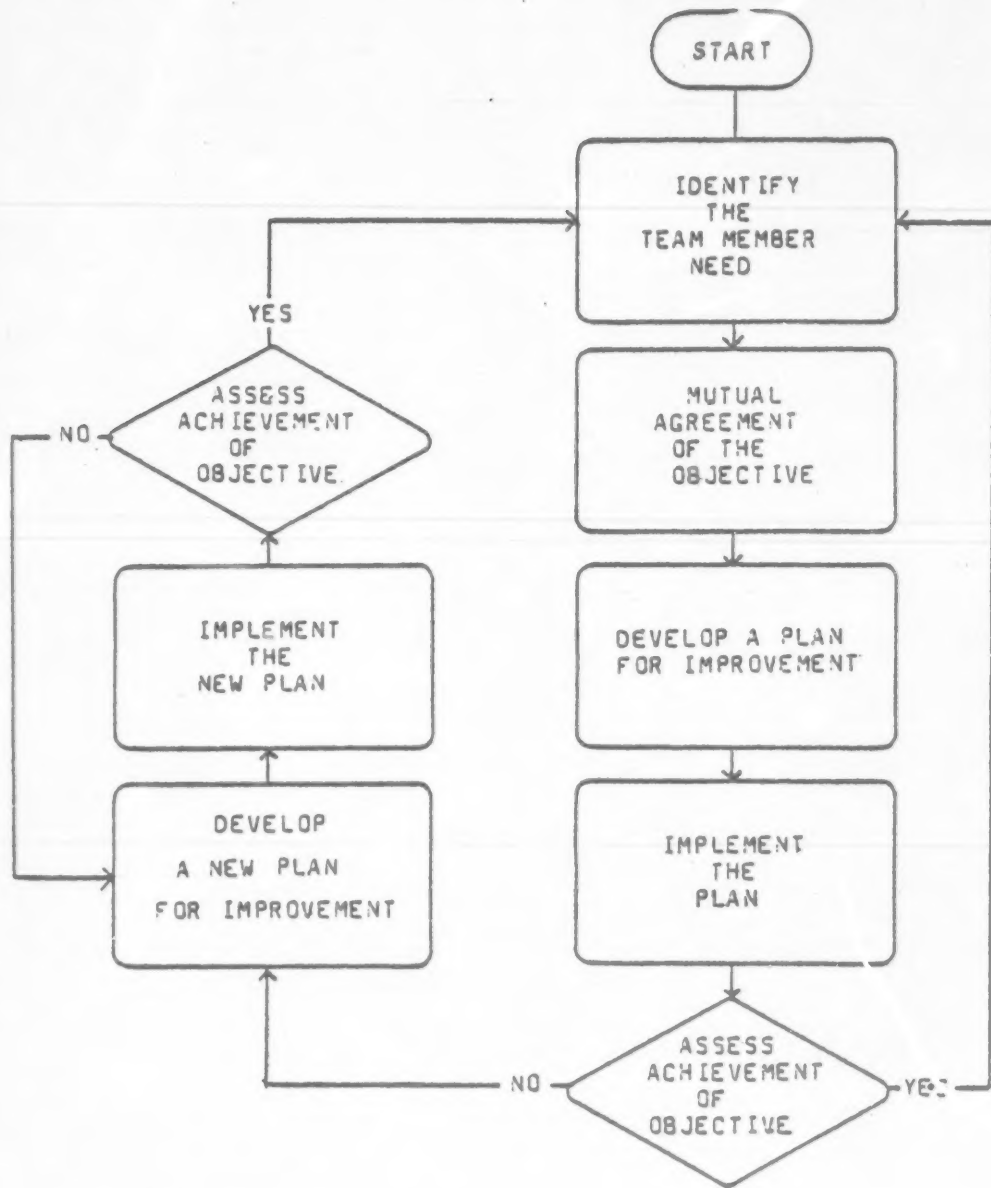


Figure 5. Conceptualization of the STELLAR System of Supervisory Support and Assistance

TABLE 12
NUMBER AND RATIO OF STELLAR SUPERVISEES

Region	No. of Coordinators	No. of Teachers	No. of Aides	No. of Program Assistants	No. of Parents	Total Number	Coordinator - Supervisor Ratio
I	1	3	3	3	3	12	1:12
II and VI	1	1	1	1	1	4	1:4
III	1	3	3	2	3	12	1:12
IV	1	3	3	3	3	12	1:12
V	1	2	2	2	2	8	1:8
TOTAL	5	12	12	11	12	47	1:10

regional offices. In all, four such staff development activities were conducted. The following are brief descriptions of the content and processes of these activities.

7.5.1 Project orientation. The initial training activity was an orientation to the STELLAR Project. Perceived as a preservice training activity, it was a full-day session held at the LEA Office on October 19, 1976 for the 47 STELLAR team members, principals of the twelve STELLAR Project schools, and all staff of the Title I regional and central offices. It was designed to provide staff with full and comprehensive information regarding the project design: the rationale, goals and objectives, design components, staff roles, operations, and evaluations. The agenda included the following topics:

- .1 General project overview, including rationale, goal, design, and evaluation
- .2 Student selection and scheduling
- .3 Individually prescribed instruction
- .4 Student and staff self concept
- .5 Team teaching
- .6 Material resources
- .7 Record keeping

(See appendix B for copies of the orientation agenda and related memoranda.)

The goal of the general project overview phase of the activity was to provide each participant with appropriate background information, insure general understanding, and aid in the establishment of commitment to the project. To attain this

goal, an orientation package was developed. It included the following 30-minute activity sequence:

- Activity 1: State the goal and objectives of the orientation activity.
- Activity 2: Display a set of transparencies presenting visual information about the project, accompanied by an oral presentation.
- Activity 3: Conduct a brief question and answer period, with clarification of any unclear points.
- Activity 4: Use the orientation post-assessment response sheet with all participants who record responses to each of the eight questions keyed to the previously stated objectives.
- Activity 5: Score papers using an "exchange and score" technique and indicate the number of objectives mastered.
- Activity 6: Determine whether or not the goal was met by ascertaining that at least 50 percent of the participants had mastered 70 percent of the objectives.

This approach proved to be most effective in clarifying information for a diversified group of participants. Additionally, this orientation package was duplicated and used by coordinators in orientations for staffs of local STELLAR schools. Further, with some revisions, the approach was used for the orientation of more than two hundred members of the District Parent Advisory Council (DPAC). (See appendix B for copies of the DPAC orientation materials.)

7.5.2 Orientation to and assistance with commercial reading programs. Two sessions were conducted for STELLAR teachers and aides to provide training in the effective use of three Addison-Wesley reading programs. Both sessions were

conducted by a team of consultants headed by the publisher's marketing manager.

Session I was a full-day activity held at the Educational Media Center on November 16, 1976. It introduced participants to the material components, their correlation to district reading objectives, their interrelatedness, and suggested modifications in their use for increased effectiveness.

Session II was conducted at the same site. Scheduled near the beginning of Cycle II, training focused directly upon teacher and aide concerns and problems with the use of materials. (Copies of the memoranda for these two sessions are in appendix B.)

2.5.3 Inservice training in curriculum methodologies. A special inservice training session was conducted on November 11, 1976 for STELLAR teachers, aides, and parent assistants. Its focus was perceptual skills development. The goal was to provide STELLAR staffs with an introduction to the rationale for perceptual skills training. A second focus was the demonstration of specialized strategies, materials, and manipulatives which had the capacity to maximize student development of perceptual skills. The need for more attention to this area of student deficit was articulated by both regional and local school personnel. As a result, Title I and local district personnel with specialized expertise in the area of planning and programming for perceptual skills development were invited to share in this training effort. Areas of emphasis included auditory perception, visual perception, visual-motor spatial

awareness, tactile discrimination, and kinesthetic ability. The Title I coordinator for special learning provided leadership and direction for this training effort. (Copies of the memorandum, program agenda, and resource materials are placed in appendix B.)

7.6 Identification of Support Services

Specific areas of LEA supervisory support and assistance were identified to aid the execution of the preceding four strategy components of the STELLAR Project. In addition to specified services rendered by regional or program coordinators, some tasks required the efforts of the Support and Assistance (S & A) Team. Table 13 outlines the areas of support and assistance services and the staff who rendered the service. As can be seen, the level of support required by STELLAR lab teams was extensive, and it required the maintenance of control if the project was to attain its objectives.

TABLE 13

SUPPORT AND ASSISTANCE SERVICES PROVIDED
FOR STELLAR LAB TEAMS

Strategy Component	Support and Assistance Services	Support Staff
Organizational Structure	.1 Selection of project students .2 Student grouping and scheduling .3 Inservice training for new roles	Regional Coordinators Parent Coordinator Staff Development Coordinator S & A Team
Curriculum and Instruction	.1 Training for individually prescribed instruction .2 Selection and use of commercial materials .3 Acquisition and distribution of equipment and supplies .4 Curriculum implementation	Regional Coordinators Special Education Coordinator Staff Development Coordinator S & A Team
Staff Training	.1 Design, implementation, and evaluation of competency assessment activities .2 Utilization of training concepts/tasks	Regional Coordinators Staff Development Coordinator Special Education Coordinator S & A Team
Parent Training	.1 Selection of parent trainees .2 Utilization of training concepts/tasks	Regional Coordinators Parent Coordinator Staff Development Coordinator

PART THREE

EVALUATION OF PROGRAM EFFECTIVENESS

Evaluation is literally the determination of merit or worth. Good evaluation is the systematic, comprehensive, objective determination of merit or of worth . . . the identification of merit consists in applying the appropriate standards to the performance data that we have on the entities that are being evaluated.⁴²

The strategy employed in this program evaluation was an objectives-based evaluation design. It responded to the information requirements of program decision makers relative to the impact of the treatment, the STELLAR Project, upon the academic performance of participating Title I students. Elements of useful program evaluation were included, i.e., "tangible criteria, relevant and accurate instrumentation, an evaluation plan, program description, able and cooperative people, and the reporting and use of results."⁴³ The evaluation provided an index to the educational significance of STELLAR Project effects.⁴⁴

The information needs of Title I program planners and decision makers are demonstrated by the following questions:

- .1 What were the gains of STELLAR students in cognitive reading skills?

⁴²Michael Scriven, Evaluation: A Study Guide for Educational Administrators (Fort Lauderdale: Nova University, 1974), pp. 22, 23.

⁴³Bob Heath, "The Evaluation of Educational Programs," in Evaluation: A Study Guide for Educational Administrators, by Michael Scriven (Fort Lauderdale: Nova University, 1974), p. 171.

⁴⁴Scriven, pp. 106-109.

- .2 How did the reading skill gains of STELLAR students compare with those of a comparison group of Title I students who received regular Title I resource reading lab services?
- .3 What were the gains of STELLAR students in the expressive language skills?
- .4 Were there any unexpected outcomes of the STELLAR Project? If so, what were they?
- .5 What was the educational significance of the effects of the STELLAR Project?
- .6 What is the practical feasibility of implementing the STELLAR design?
- .7 Is this a program of merit or worth?

These questions are addressed in the seven chapters that comprise Part III of this practicum report. Chapter VIII compares the structure, content, and processes of the STELLAR Project and the Title I resource lab program. student achievement in reading is reported in Chapter IX, and student growth in expressive language is described in Chapter X. Changes in self concept are presented in Chapter XI. Staff demonstrations of specified competencies are reported in Chapter XII. Chapter XIII presents an assessment of the effectiveness of the STELLAR Project as perceived by lab staff respondents. The summary of program outcomes and specific recommendations is included in Chapter XIV.

CHAPTER VIII

A DESCRIPTIVE COMPARISON OF STELLAR PROJECT AND READING RESOURCE LAB STRUCTURE, PROCESSES, AND COSTS

As advocated by Scriven, this evaluation includes a detailed description of the product to insure knowledge of exactly what is being assessed.

8.1 Descriptive Comparisons of Two Projects

Description of the program or product is designated as Checkpoint 0 on the Scriven Product Evaluation Checklist.⁴⁵ The preceding chapters comprising Part II of this report have satisfied the requirement to provide a detailed description of the STELLAR Project. What has not been reported is a comparison of the organizational structure, content, and characteristic processes of the STELLAR Project and those of Title I reading resource labs. Such a comparison is presented in table 14.

8.2 STELLAR Project Costs

This project did incur costs above and beyond those required for the maintenance of Title I reading resource laboratories. The additional costs identified for project implementation were for staff salaries and training.

The next following table provides two sets of costs information: (1) the cost of operating one STELLAR Project lab; and (2) a comparison of the costs of one STELLAR Lab and one reading

⁴⁵ Scriven, pp. 100-101.

TABLE 14

COMPARISON OF STELLAR PROJECT AND
READING RESOURCE LAB STRUCTURE AND PROCESSES

Comparative Elements	STELLAR Project	Reading Resource Lab Program
Funding Source	ESEA Title I	ESEA Title I
No. School Sites	12	51
No. Labs	12	59
No. Students	1,053	7,375*
Average No. Students per Lab	88	125
Program Duration	Oct to May 1977	Sept to June 1977
Cycle Duration	Four months	Varied
No. periods per week rec'd by each student	5	3
No. minutes per period	55	25
No. minutes of weekly instruction per student	275	75
Percent of teacher time devoted to student instruction	100	80
Lab Group Size	12 students	8-10 students
Student Selection Criterion	'Most in need'	'Most in need'
Student grade Levels	1, 2, and 3	K, 1, 2, and 3
Lab staff	4-member team	One teacher
Teacher's Role	Generalist-Specialist	Generalist
Specialized Training	80 hours, with six college credits	- 0 -
Supervisory Staff	Minimum of 1 hour weekly	As needed
Curriculum focus	Reading and language skills	Reading skills
Instructional Process	Individually prescribed instruction	Diagnostic prescriptive approaches
Material Resources	A "standard package" of commercial materials: three Addison-Wesley programs	Miscellaneous commercial materials

*Approximate number

resource lab. Only items with direct cost attachments are listed. It is recognized that there are indirect, comprehensive costs generated by this project, including psychic and other costs which are not enumerated in this listing. In addition, costs for teacher aides, parent assistants, and program assistants are not delineated because students in both lab settings receive the services of these paraprofessionals, either in the laboratory or in the classroom setting. To list them only for the STELLAR lab would be misleading. Table 15 presents cost information.

TABLE 15
COMPARISON OF AVERAGE COSTS OF A STELLAR LAB
AND A READING RESOURCE LAB

Items	STELLAR Lab	Reading Resource Lab
Staff Salaries:		
Teacher	<u>\$19,342</u>	<u>\$19,342</u>
SUBTOTAL	\$19,342	\$19,342
Instructional Materials and Supplies	0	0
Specialized Staff/Parent Training	<u>3,406</u>	<u>0</u>
TOTAL	\$22,748	\$19,342

CHAPTER IX

STUDENT ACHIEVEMENT IN READING

The evaluation of the reading achievement of students in the STELLAR Project during the 1976-77 academic year was performed as a component of the evaluation of the total Title I Program by the independent evaluators, National Testing Service, Inc. (formerly known as IBEX, Incorporated). It was conducted under the supervision of the Department of Research and Evaluation, Public Schools of the District of Columbia. The data displays presented in this chapter were prepared from data analyses performed and reported by the independent evaluator. This information will be included in the evaluation team's report of the FY 1977 Title I Program to the Board of Education.

The reported findings respond to the achievement of terminal objectives 2.3.1 and 2.3.2.

9.1 Instrumentation

Student gains in mastery of reading objectives were measured by the Prescriptive Reading Test (PRT), Levels A, B, and C. This criterion-referenced instrument was developed by the local school district with the assistance of a national testing service. It was designed to determine individual student status relative to performance standards, i.e., school district objectives in reading. All test items were

referenced to these objectives. Results were reported in terms of mastery or non-mastery of each objective, thereby providing teachers with diagnostic information for educational planning. (Copies of the objectives and the corresponding test item numbers are included with the Individually Prescribed Instruction Procedure (IPIP) forms and related data in appendix C.)

The decision to use a criterion-referenced instrument as the measure of reading achievement was based upon the recommendations of local district personnel as well as those of several authorities in the literature. Popham advocated the use of criterion-referenced instruments for most educational evaluation purposes. He stated:

The educational evaluator should avoid the use of norm-referenced measures, preferring instead criterion-referenced measuring devices.⁴⁶

Further, Popham noted:

The chief point to be made in this discussion of these two different approaches to measurement is that norm-referenced measures ... should not be used by the educational evaluator. Not only are such measures typically too gross to yield precise information regarding learners' achievements on particular objectives, but because of their dependence upon score variability they often yield misleading estimates of the nature of learner performance.⁴⁷

⁴⁶W. James Popham, An Evaluation Guidebook (Los Angeles: The Instructional Objectives Exchange, 1972), p. 35.

⁴⁷Ibid.

9.2 Procedure

A pretest-posttest control group design was employed. The Prescriptive Reading Test (PRT) was administered as a pretest to all public school students in grades one through nine in September 1976. The test was re-administered to those students as a posttest in May 1977. As regular public school enrollees, Title I students were included in the test population. Pretest and posttest scores of students in the treatment group (STELLAR Project) and the comparison group (Reading Resource Laboratory Program) were compiled and subjected to analyses by National Testing Service, Inc.

Title I students in grades one, two, and three were administered Levels A, B, and C of the PRT. Although test levels A, B, and C corresponded to grades one, two and three, respectively, students were tested at their functional levels as designated by classroom teachers. Thus, all Title I first graders were administered Level A; second graders were given Levels A or B; and third graders were tested with Levels A, B, or C. The decreasing numbers of students tested at higher grade levels, as presented in the data displays, reflect the correspondingly smaller number of students functioning at each higher grade level.

Test data were analyzed to provide information related to the following:

- .1 The percent of STELLAR students demonstrating mastery of 70 percent of the reading objectives (terminal objective 2.3.1)
- .2 The difference in mean gain of reading objectives mastered by STELLAR students as compared to that of Title I reading lab students (terminal objective 2.3.2)

9.3 Findings

The findings presented herein are based upon the analyses performed by the independent program evaluator, National Testing Service, Inc.

Table 16 displays the number and percent of STELLAR students in grades one, two, and three who demonstrated mastery of 70 percent or more of the reading objectives.

The test data presented in this table revealed that, with the exception of one subset of students, 50 percent or more STELLAR students at each grade level and at each test level mastered 70 percent of the reading objectives. The exception was the subset of grade two students tested on-grade level at Level B of the PRT. Of this group, 45 percent of the students reached the criterion mastery level. However, of the total STELLAR student population, 62 percent (or 216 of 350 students) met the criterion. Terminal objective 2.3.1 was attained.

Table 17 displays the mean gains in the number of reading objectives mastered by STELLAR students. The mean gains of the group of comparison students are displayed in table 18. A comparative summary of the mean gains of both the STELLAR and the comparison students is presented in table 19.

TABLE 16

NUMBER AND PERCENT OF STELLAR STUDENTS DEMONSTRATING
MASTERY OF 70 PERCENT OR MORE OF THE OBJECTIVES
ON THE PRESCRIPTIVE READING TEST

Grade Level	Test Level	N Objs.	N Sts.	Sts. Demonstrating 70 Percent Mastery	
				Number	Percent
1	A	21	111	75	67.57
2	A	21	17	15	88.23
3	A	21	20	19	95.00
2	B	45	99	45	45.45
3	B	45	55	35	63.64
3	C	39	48	27	56.25
		TOTAL	350	216	61.70

TABLE 17
 MEAN GAINS IN NUMBER OF OBJECTIVES
 MASTERED BY STELLAR STUDENTS ON
 THE PRESCRIPTIVE READING TEST

Grade Level	Test Level	N Objs.	Pretest		Posttest		Gain
			N	X	N	X	
1	A	21	106	11.17	111	15.41	4.24
2	A	21	41	15.05	17	16.47	1.42
3	A	21	16	14.94	20	18.65	3.71
2	B	45	83	18.05	99	29.64	11.59
3	B	45	60	24.00	55	32.24	8.24
3	C	39	39	18.77	48	26.35	7.58

TABLE 18

MEAN GAINS IN NUMBER OF OBJECTIVES
MASTERED BY COMPARISON STUDENTS ON
THE PRESCRIPTIVE READING TEST

Grade Level	Test Level	N Objs.	Pretest		Posttest		Gain
			N	X	N	X	
1	A	21	178	12.58	164	17.18	4.60
2	A	21	111	15.96	73	17.24	1.28
3	A	21	34	15.53	12	16.50	.97
2	B	45	71	21.27	105	33.11	11.84
3	B	45	119	28.78	95	33.31	4.53
3	C	39	45	20.56	74	26.96	6.40

TABLE 19

A COMPARATIVE SUMMARY OF MEAN GAINS
IN NUMBER OF OBJECTIVES MASTERED
BY STELLAR AND COMPARISON STUDENTS
ON THE PRESCRIPTIVE READING TEST

Grade Level	Test Level	N Ob's.	STELLAR Gain	Comparison Gain	Difference
1	A	21	4.24	4.60	- .36
2	A	21	1.42	1.28	+ .14
3	A	21	3.71	.97	+ 2.74
2	B	45	11.59	11.84	- .25
3	B	45	8.24	4.53	+ 3.71
3	C	39	7.58	6.40	+ 1.18
TOTAL MEAN			6.13	4.93	+ 1.2

The test data presented in these tables display the mean gains in the number of objectives mastered by the group of STELLAR students as contrasted with those gains obtained by the group of comparison students. Of the six subsets of students, categorized by grade and by test level, four STELLAR student subsets displayed greater mean gains in objectives mastered than did the subsets of comparison students. Two STELLAR student subsets displayed lesser gains than did their comparison group counterparts. These were grade one students tested at Level A and grade two students tested at Level B, both of which were administered on-grade level tests. However, the total group of STELLAR students exceeded that of comparison students by a mean gain of 1.2 objectives. It should be noted that the differences between the two groups as related to mean gain in objectives mastered were small. The exceptions were grade three students tested at Levels A and B where STELLAR students exceeded the comparison students by 2.7 and 3.7 objectives, respectively. The summarized data indicate that terminal objective 2.3.2 was attained.

9.4 Discussion

The foregoing findings generated several concerns which have implications for educational practitioners in the local school district. They relate primarily to (1) functional level testing, and (2) grade-related differences in outcomes.

As indicated earlier, each student was administered the PRT level which corresponded to the level of difficulty of the student's classroom instructional materials in reading. This is referred to as functional level testing. If an appropriate match is not made between student instructional level and PRT level, students may be administered tests which are either too difficult or too easy. The teacher, then, may receive imprecise information regarding student gain in mastery of reading objectives. Thus, it is particularly important that extreme care be exercised in selecting the appropriate test level for all students.

Of additional concern was the small number of students for whom test data could be obtained and the possible impact of this upon the assessment of achievement outcomes.

At each test level, grade three STELLAR students appeared to surpass their comparison counterparts in the number of objectives mastered. One implication may be that the STELLAR model is more effective for the older Title I student. Although this was not the focus of this practicum, future research efforts may examine the comparative effectiveness of the STELLAR strategy for students on grades one, two, and three.

CHAPTER X

STUDENT GROWTH IN EXPRESSIVE LANGUAGE

The assessment of student growth in two areas of expressive language, speaking and writing, was perceived as most important to the overall evaluation of this practicum effort. Because of its interrelatedness with and impact upon facility and fluency in reading skills acquisition, assessed student growth in these two dimensions of the communications quadrangle gave additional credence to implementing a dual-emphasis (reading and language) curriculum within Title I labs rather than a single emphasis (reading) curriculum.

The findings reported herein respond to the achievement of terminal objective 2.3.3.

10.1 Instrumentation

Two instruments were used to assess student change in expressive language skills. Both were developed by the practitioner for use in this individual practicum.

The "Oral Language Rating Scale" was used to evaluate growth in individual student oral language performance. It consisted of a five-point rating scale, ranging from "no change" to "great change," which the team used to identify the amount of change that each student demonstrated at the end of the program cycle. Figure 6 presents the rating scale.

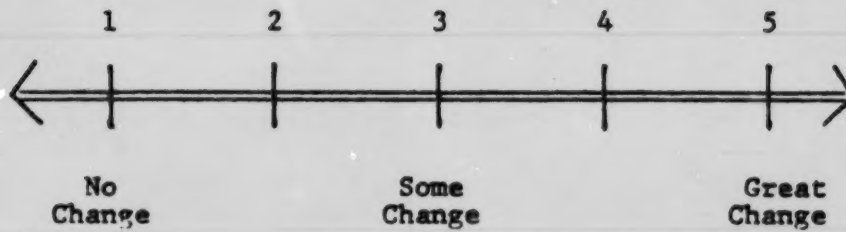


Figure 6. STELLAR Project Oral Language Assessment Scale.

Additionally, five descriptive areas were specified for lab teams as the rating factors employed in identifying oral language changes. These factors included the following:

- .1 Sound volume
- .2 Vocabulary
- .3 Dialectal differences
- .4 Spontaneity
- .5 Interest appeal

(A copy of the instrument and the accompanying worksheet are included in appendix F.)

The "Written Language Rating Scale" was used to evaluate growth in individual student written language performance. As with the oral language assessment instrument, this also consisted of a five-point rating scale as presented in figure 7.

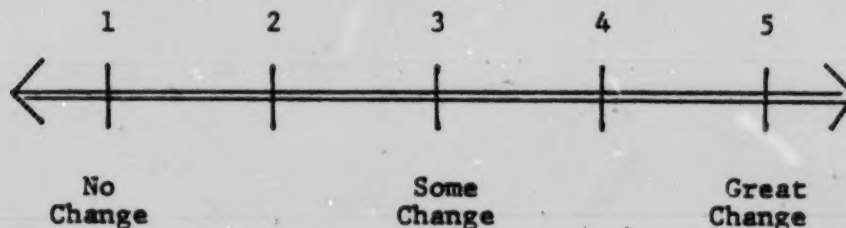


Figure 7. STELLAR Project Written Language Assessment Scale

Five descriptive areas were also specified in this content area as rating factors employed by lab teams in identifying written language changes. The five factors included the following:

- .1 Sentence length
- .2 Sentence complexity
- .3 Vocabulary
- .4 Story structure
- .5 Interest appeal

(A copy of this instrument and the accompanying worksheet are in appendix F.)

10.2 Procedure

A one group "pretest-posttest design" was employed in these two assessments of change in expressive language.⁴⁸ Popham advocates its use only in formative evaluations; however, it was employed as a summative evaluation activity in this practicum although it yielded no comparative information. Its benefit to this practicum effort was that it did identify student entry behaviors as well as student outcomes at the end of each project cycle.

Specific procedures were utilized by lab teams to identify student change in both oral language and written language performance areas.

10.2.1 Oral language assessment. The following describes the procedural steps employed for oral language assessment.

⁴⁸James Popham, An Evaluation Guidebook (Los Angeles: The Instructional Objectives Exchange, 1972), pp. 58-59.

Step 1

At the start of each cycle, eight students (17 percent of the total cycle group of 48 students) were randomly selected for participation in this assessment activity. The selection procedure required the team to use the two students whose last names appeared first in an alphabetical listing of Group A, Group B, Group C, and Group D (or Cycle II Groups E, F, G, and H). Student grade placement was not considered.

Step 2

The lab teacher conducted a three-minute informal conversation with each of the eight students on designated days at the start of the cycle. This was the pre-assessment activity. The conversation, preceded by appropriate identifying information, was recorded on an audiotape. Although the teacher was encouraged to discuss any subject with the student, she was directed to be certain that it was interesting enough for a sustained conversation. Additionally, she was directed to tell the student the purpose of his participation in the activity.

Step 3

The audiotape containing the eight conversations was labeled "Oral Language Pre-Assessment, Cycle I (or II)," and it was stored in a safe place.

Step 4

At the end of the cycle, another three-minute conversation was conducted with each of the eight students as the post-assessment activity.

Step 5

The conversation was recorded on a separate audiotape and labeled "Oral Language Post-Assessment, Cycle I (or II)."

Step 6

The lab teacher compared the two demonstrations of oral language performance by listening to the first (pre-) taped conversation and, then, to the second (post-) taped conversation of each student.

Step 7

The teacher looked for changes in the following areas:

- .1 Sound volume
- .2 Vocabulary
- .3 Dialectal differences
- .4 Spontaneity
- .5 Interest appeal

Step 8

Next, the teacher used the five-point scale to identify the overall degree of change that occurred since the first taping. Although the use of five rating factors provided some uniformity, the subjective dimension of the activity was noted. Teachers were advised to use their professional judgment and to make the best possible assessment. A worksheet was provided to aid teachers in this procedural step. (See appendix F.)

Step 9

Teachers used the "Oral Language Assessment Reporting Form" to record and report their assessments of overall change demonstrated by students.

Step 10

Reporting forms and the two assessment audiotape cassettes were returned to the LEA office at the close of the project.

10.2.2 Written language assessment. Although some differences were evident and expected, the procedural steps employed for written language performance assessment were similar to those utilized in the oral language evaluation. The steps are described as follows:

Step 1

At the start of each cycle, eight students (17 percent of the total cycle group of 48 students) were randomly selected for participation in this assessment activity. However, the procedure differed from that described earlier in that the team selected the two students whose last names appeared last in an alphabetical listing in Groups A, B, C, and D (or Cycle II Groups E, F, G, and H), and who were also in grade 2 or grade 3.

Step 2

At the start of the cycle, the lab teacher requested each child to write a story about any subject or topic. Students were provided with paper, sharpened pencils, and a quiet place to write. No assistance was given during the completion of the written composition. Students were told the purpose of the activity.

Step 3

Upon completion of the composition, a 3 x 5 card labeled "Written Language Pre-Assessment, Cycle I (or II)" and identify-

ing the writer, date, and lab site was affixed to each composition. All stories were placed in a brown envelope and stored in a safe place.

Step 4

At the end of the cycle, a second composition was written by each of the eight students as the post-assessment activity.

Step 5

This composition was labeled "Written Language Post-Assessment, Cycle I (or II)" and paired with the first composition.

Step 6

The lab teacher compared the two written compositions by carefully reading the first story and, then, the second story of each student.

Step 7

The teacher looked for changes in the following areas:

- .1 Sentence length
- .2 Sentence complexity
- .3 Vocabulary
- .4 Story structure
- .5 Interest appeal

Step 8

Then, the teacher used the five-point rating scale to identify the overall degree of change evidenced since the writing of the first composition. The use of the aforementioned rating factors brought some degree of uniformity to this assessment

activity. A worksheet aided teachers in this procedural step. (See appendix F.)

Step 9

The "Written Language Assessment Reporting Form" was used by teachers to record and report their assessments of overall change demonstrated by students.

Step 10

The reporting forms, accompanied by the supporting compositions, were returned to the LEA Office at the close of the project.

10.3 Findings

The objective to which this assessment was referenced stated the expectation that students will "demonstrate improvement in the expressive language skills," as determined by STELLAR teachers. Improvement in oral and written language performance was not defined by this practitioner with a specific gain point criterion. Rather, any positive difference in point score between the pre- and post-assessments was perceived as a gain and, thus, a demonstration of improvement in the language expression of the sample group.

10.3.1 Changes in oral language performance. An analysis was performed of STELLAR teachers' assessment of student change in oral language performance. Teachers reported that a high percentage of students demonstrated growth in oral language expression: 95 percent of the students in Cycle I and 94 percent of the students in Cycle II. The amount of change appeared

to be impressive. Using a five-point scale, the mean gain of Cycle I students was 2.9 score points. Cycle II students displayed a mean gain of 3.1 score points. Tables 20 and 21 present the number and percentage of Cycle I and Cycle II students evidencing a change in oral language. Tables 22, and 23 delineate the mean gain scores in oral language expression displayed by students in Cycle I and Cycle II.

The three factors which most frequently accounted for oral language change included: (1) spontaneity, (2) interest appeal, and (3) sound volume.

10.3.2 Changes in written language performance. The change in written language skills was somewhat less than that observed in oral language performance. Analysis of teacher assessments revealed that, again, a high percentage of students demonstrated change in written language: 89 percent of Cycle I students and 93 percent of Cycle II students. Mean gain scores also reflected considerable change in the ability of students to communicate effectively through use of written language. On a five-point scale, Cycle I students demonstrated a mean gain of 2.9 score points. Cycle II students also achieved a mean gain of 2.9 score points.

Tables 24 and 25 present the number and percentage of Cycle I and II students demonstrating growth in written language. Tables 26 and 27 display the mean gain scores achieved by Cycle I and II students in written language expression. The three factors which most frequently accounted for growth included: (1) interest appeal, (2) sentence complexity, and (3) story structure.

TABLE 20

NUMBER AND PERCENT OF CYCLE I STUDENTS
DEMONSTRATING A CHANGE IN ORAL
LANGUAGE PERFORMANCE

STELLAR Center	No. Students Assessed	Students Demonstrating Change Number	Percent
A	6	6	100
B	7	7	100
C	8	8	100
D	7	7	100
E	7	7	100
F	8	8	100
G	8	6	75
H	8	8	100
I	8	7	88
J	8	6	75
K	8	8	100
L	8	8	100
TOTAL	91	86	95

TABLE 21

NUMBER AND PERCENT OF CYCLE II STUDENTS
DEMONSTRATING A CHANGE IN ORAL
LANGUAGE PERFORMANCE

STELLAR Center	No. Students Assessed	Students Demonstrating Change Number	Percent
A	8	6	75
B	8	8	100
C	8	8	100
D	8	8	100
E	8	7	88
F	8	8	100
G	8	7	88
H	8	8	100
I	8	8	100
J	8	8	100
K	8	7	88
L	6	6	100
TOTAL	94	88	94

TABLE 22

MEAN GAIN SCORES OF CYCLE I STUDENTS
ON THE ORAL LANGUAGE INVENTORY

STELLAR Center	No. Students Assessed	Mean Rating Score	Highest f Factors*
A	6	3.3	5
B	7	2.2	4; 5
C	8	4.3	3; 4; 5
D	7	2.7	4
E	7	2.6	4
F	8	2.8	2
G	8	2.3	4; 5
H	8	3.4	5
I	8	3.0	5
J	8	3.4	5
K	8	2.9	3
L	8	2.0	5
TOTAL	91	2.9	5

*Rating Factors: 1-Sound volume; 2-Vocabulary; 3-Dialectal differences; 4-Spontaneity; 5-Interest appeal

TABLE 23

MEAN GAIN SCORES OF CYCLE II STUDENTS
ON THE ORAL LANGUAGE INVENTORY

STELLAR Center	No. Students Assessed	Mean Rating Score	Highest f Factors*
A	6	3.3	5
B	7	2.2	4; 5
C	8	4.3	3; 4; 5
D	7	2.7	4
E	7	2.6	4
F	8	2.8	2
G	8	2.3	4; 5
H	8	3.4	5
I	8	3.0	5
J	8	3.4	5
K	8	2.9	3
L	8	2.0	5
TOTAL	91	2.9	5

*Rating Factors: 1-Sentence length; 2-Sentence complexity; 3-Vocabulary; 4-Story structure; 5-Interest appeal

TABLE 24

NUMBER AND PERCENT OF CYCLE I STUDENTS
DEMONSTRATING A CHANGE IN WRITTEN
LANGUAGE PERFORMANCE

STELLAR Center	No. Students Assessed	Students Demonstrating Change Number	Percent
A	7	7	100
B	8	3	38
C	8	8	100
D	7	5	71
E	8	8	100
F	8	8	100
G	8	8	100
H	8	8	100
I	7	7	100
J	8	8	100
K	8	7	88
L	8	6	75
TOTAL	93	83	89

TABLE 25

NUMBER AND PERCENT OF CYCLE II STUDENTS
DEMONSTRATING A CHANGE IN WRITTEN
LANGUAGE PERFORMANCE

STELLAR Center	No. Students Assessed	Students Demonstrating Change Number	Percent
A	8	6	75
B	8	7	88
C	8	8	100
D	8	8	100
E	8	8	100
F	8	7	88
G	8	8	100
H	8	8	100
I	7	6	86
J	8	8	100
K	8	8	100
L	8	6	75
TOTAL	95	88	93

TABLE 26

MEAN GAIN SCORES OF CYCLE I STUDENTS
ON THE WRITTEN LANGUAGE INVENTORY

STELLAR Center	No. Students Assessed	Mean Rating Score	Highest f Factors*
A	7	3.2	2; 5
B	8	1.5	2
C	8	3.9	2; 3; 4; 5
D	7	2.3	2; 4
E	8	3.5	1
F	8	2.9	5
G	8	2.8	1
H	8	3.8	5
I	7	3.1	4
J	8	2.6	5
K	8	2.7	5
L	8	2.3	5
TOTAL	93	2.9	5; 2; 4

*Rating Factors: 1-Sentence length; 2-Sentence complexity;
3-Vocabulary; 4-Story structure; 5-Interest appeal

TABLE 27

MEAN GAIN SCORES OF CYCLE II STUDENTS
ON THE WRITTEN LANGUAGE INVENTORY

STELLAR Center	No. Students Assessed	Mean Rating Score	Highest f Factors*
A	8	2.3	2
B	8	2.3	5
C	8	4.4	1
D	8	3.1	4
E	8	3.4	1
F	8	2.3	5
G	8	2.8	1
H	8	4.1	5
I	7	3.4	2; 4
J	8	3.6	2
K	8	3.6	2
L	8	2.0	5
TOTAL	95	3.1	2; 5

*Rating Factors: 1-Sentence length; 2-Sentence complexity;
3-Vocabulary; 4-Story structure; 5-Interest appeal

10.4 Discussion

The gains achieved by STELLAR students in oral and written language expression are significant to the urban educator concerned with the influence and effect of dialectal differences upon the urban learner's ability to read and use language effectively. These gains become even more significant when one realizes that written communication is the most complex of the four modes of acquiring and expressing language, and that the effective use of this skill represents the acquisition of a core of highly complex skills as well as the demonstration of language competency. Most importantly, these young people were perceived by their teachers, to a large extent the determiners of the success or failure of student instructional plans, as being competent users of language. This positive perception of Title I students as successful learners greatly influences other aspects of the school careers of these 'at risk' students.

CHAPTER XI

STUDENT CHANGES IN SELF CONCEPT

The analysis of data related to assessment of change in student affective behaviors was performed by the practitioner. Based upon similar assessment activity conducted during the introductory practicum, this practicum effort afforded an additional opportunity to utilize the practitioner-developed instrument for assessing change in self concept. This was viewed as important in verifying the results obtained earlier. The major modification made by this practicum was the interest in and assessment of only one area of affective activity, that of self concept.

The findings reported herein respond to the achievement of terminal objective 2.3.4.

11.1 Instrumentation

The instrument used to document staff perceptions of student self concept was the "Staff Checklist for Assessing Change in Student Self Concept" (CSC). As indicated earlier, it was developed by the practitioner for use in the introductory practicum. This was a ten-item checklist containing descriptions of sample student behaviors related to self concept. It required the STELLAR team to identify the level of frequency (how seldom or how often) each described behavior was displayed by the STELLAR student. (A copy of the instrument is in appendix F.)

11.2 Procedure

As reported earlier for the two other practitioner-developed assessment instruments, a "one group pretest-posttest design" was utilized.⁴⁹ Although it is most effective in formative evaluations, its use in this summative assessment provided both student entry and exit data related to program effects. The CSC checklist was completed by the teacher and the aide for all STELLAR students at the start of the project, as a pre-assessment activity, and again at the end of the program, as a post-assessment activity. Pre-assessment checklists were returned to the Title I LEA Office directly upon completion to prevent "spill over" or contamination of staff inputs in the post-assessment activity.

Checklists were completed collaboratively by the teacher and the aide. They were directed to collaborate in the reading of the description of the checklist behaviors, the discussion of observable behaviors displayed by students, and the identification of the checklist rating numeral which corresponded with the behaviors observed. Upon completion of the CSC checklist, both the teacher and the aide signed the form. Collaborative completion of this checklist was an improvement of the earlier procedure which involved independent completion by the teacher and the aide. This proved to be both unwieldy and time-consuming. Its disadvantages offset the benefits of dilution of the instrument's subjective, external characteristics.

⁴⁹ Popham, pp. 58-59.

Each of the ten descriptions of affective behavior was accompanied by a five-point frequency scale. Figure 8 displays the CSC scale range.

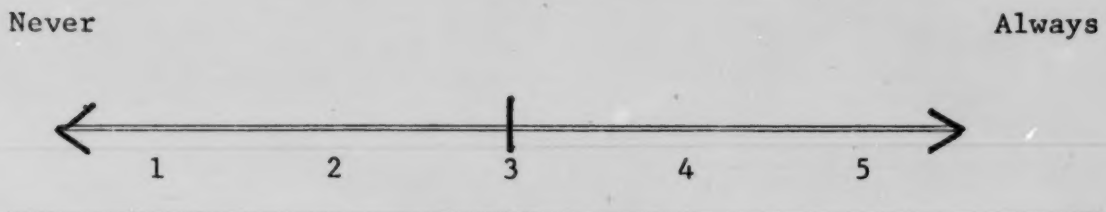


Figure 8. Scale Range for Behavior Descriptions on the Self Concept Assessment Checklist

Comparisons and analyses of the pre- and post-assessment scores from the twelve STELLAR labs were performed by the practitioner. These data yielded mean gain scores which are discussed in the ensuing sections.

11.3 Findings

Student gains were matched with terminal objective 2.3.4 which identified the expectation of "an observable, positive change" in self concept. The criterion for the determination of an observable, positive change was "one interval to the right" or a gain of one score point (1.0).⁵⁰

Only 40 percent of Cycle I students and 43 percent of Cycle II students demonstrated a gain of one score point (1.0). The twelve labs ranged from 9 percent to 98 percent of the students attaining a gain of 1.0 or greater. Inasmuch as less

⁵⁰Johnson, "4-M Practicum Report," p. 82.

than 50 percent of the students achieved an observable, positive change, it appeared that terminal objective 2.3.4 was not attained. Table 28 presents the percentage and number of students at each of the twelve project sites who demonstrated a gain of 1.0 or greater. Schools are identified by code because of the sensitive nature of the information.

Additionally, matched pre- and post-assessment scores were computed to determine mean gains. Using these computations, STELLAR students in Cycle I displayed a mean gain of 1.0, and those in Cycle II achieved a mean gain of .9, a score that was very close to the criterion of "an observable, positive change" in self concept. The range in mean gain scores was very wide, ranging from .3 to 2.5. Mean gain scores of the twelve project sites are presented in table

11.4 Discussion

Although less than 50 percent of the students demonstrated a positive change in self concept, there was evidence of improvement in this dimension of affective behavior. As indicated in the earlier report, the practitioner noted that the following limitations and constraints may have influenced the results gained:⁵¹

- .1 The difficulty of obtaining an accurate measure of growth in the affective domain
- .2 Short duration of the treatment period (four months)
- .3 The externality of the assessment procedure: the requirement of an 'outside view' of student affective

⁵¹ Johnson, "4-M Practicum Report," p. 86.

TABLE 28

NUMBER AND PERCENT OF STUDENTS
DEMONSTRATING A GAIN OF ONE SCORE POINT
ON THE SELF CONCEPT CHECKLIST

STELLAR Lab*	Cycle I			Cycle II		
	Total No. Students	Students w/Gains of One Score Point Number	Percent	Total No. Students	Students w/Gains of One Score Point Number	Percent
A	37	17	46	42	9	21
B	44	11	25	47	7	15
C	48	47	98	48	48	100
D	44	4	9	46	2	4
E	43	9	21	41	2	4
F	43	27	63	45	42	93
G	45	4	9	45	0	0
H	44	38	86	40	20	50
I	43	12	28	43	16	37
J	46	13	28	43	29	67
K	47	24	51	34	29	85
L	48	7	15	47	20	43
	Mean	171	40	Mean	19	43

* Labs are identified by code designations.

TABLE 29

MEAN GAIN SCORES OF CYCLE I AND II STUDENTS
ON THE SELF CONCEPT CHECKLIST

STELLAR Lab*	Cycle I Gain	Cycle II Gain
A	.8	.7
B	.7	.6
C	2.4	1.9
D	.5	.4
E	.6	.4
F	1.1	1.7
G	.5	.3
H	2.1	1.4
I	.8	.9
J	.8	1.1
K	.9	1.0
L	.6	.9
Mean	1.0	.9

* Labs are identified by code designations.

behaviors rather than a "self report" of behavioral changes⁵²

- .4 Weaknesses inherent in the five-point scale in that students who scored near the top of the scale on the pretest⁵³ produced smaller gains because of the scale ceiling⁵³

⁵² Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley & Sons, Inc., 1969), pp. 21-22.

⁵³ Johnson, "4-M Practicum Report," p. 86.

CHAPTER XII

STAFF DEMONSTRATION OF ROLE COMPETENCIES AND PARENT ASSESSMENT OF IMPROVEMENT

As reported in Chapters V and VI, the expected outcomes of the training components conducted at Hillcrest Children's Center were the demonstration by STELLAR teachers and aides of 18 role competencies and the improvement of parent skills in child management and learning-reinforcement at home. The following four sections describe the instrumentation, appraisal procedure, and the findings related to verification of staff competencies. The last section, 12.5, presents the assessment of parent training outcomes, including instrumentation, procedures, and findings. The results of these verification processes respond to the achievement of terminal objectives 2.3.5, 2.3.6, and 2.3.7.

12.1 Staff Instrumentation

Two practitioner-developed forms were used to record and ; verify staff member demonstration of the 18 competencies. One form, the "Teacher and Aide Self-Assessment of Competency," was designed for completion by the trainee. The second was developed for use by the coordinator/supervisor of the trainee and was called the "Coordinator's Assessment and Verification of STELLAR Teacher and Aide Competencies." (Copies of both forms are included in appendix F.) Each instrument listed the 18 competencies which were classified into three categories:

attitudinal skills, background knowledge and understandings, and technical skills.

As delineated in an earlier discussion, the 18 competencies listed for appraisal and verification comprised the following:

Attitudinal Skills

- .1 Perceptual awareness of children
- .2 Perceptual awareness of parents
- .3 Perceptual awareness of the school staff

Background Knowledge and Understandings

- .4 Role functions and responsibilities
- .5 Individual differences in learners
- .6 Development and acquisition of the receptive and expressive language skills
- .7 The arts of language (poetry, drama, literature)
- .8 Language-related disciplines: psychology, sociology, and linguistics
- .9 Reading-language instruction

Technical Skills

- .10 Administering diagnostic instruments
- .11 Analysis and interpretation of diagnostic information
- .12 Writing and selecting instructional objectives
- .13 Constructing learning prescriptions
- .14 Implementing specialized techniques in reading-language instruction for students with learning problems
- .15 Organizing and managing the lab
- .16 Identifying and mobilizing resources for instruction
- .17 Performing assessment of student competencies
- .18 Providing consultant services to classroom staff

12.2 Staff Assessment Procedure

Teachers and aides used the self-assessment instrument to indicate competency. They were required to check those areas in which they felt they were able to demonstrate competency. However, regional coordinators used the verification instrument to verify the demonstration of competencies by their supervisees.

The results of the trainee-completed, self-assessment form were then compared with those of the verification form completed by the coordinator. The points of similarity and deviation were noted through comparison of the two forms, and a rating of competency verification was assigned to each STELLAR teacher and aide. The rating was based upon two criteria:

- .1 The amount of correspondence between the data recorded on the two instruments
- .2 The percentage of competency demonstrated by the supervisee, as verified by the coordinator

The following rating point system was employed:

<u>Rating</u>	<u>Description</u>
1	Close correspondence between coordinator and trainee competency forms, and Coordinator verification of 90 percent or more of the competencies demonstrated
2	Fair correspondence between the coordinator and trainee competency forms, and Coordinator verification of 90 percent or more of the competencies demonstrated
3	Little correspondence between the coordinator and trainee competency forms, and Coordinator verification of 90 percent or more of the competencies demonstrated
4	Close correspondence between the coordinator and trainee competency forms, and Coordinator verification of 70 to 89 percent of the competencies demonstrated
5	Fair correspondence between the coordinator and trainee competency forms, and Coordinator verification of 70 to 89 percent of the competencies demonstrated

<u>Rating</u>	<u>Description</u>
6	Little correspondence between the coordinator and trainee competency forms, and Coordinator verification of 70 to 89 percent of the competencies demonstrated
7	Close correspondence between the coordinator and trainee competency forms, and Coordinator verification of 69 percent or less of the competencies demonstrated
8	Fair correspondence between the coordinator and trainee competency forms, and Coordinator verification of 69 percent or less of the competencies demonstrated
9	Little correspondence between the coordinator and trainee competency forms, and Coordinator verification of 69 percent or less of the competencies demonstrated

The nine ratings described above were categorized as follows:

Ratings 1 and 2	High level of Competency Demonstrated
Ratings 3, 4, and 5	Competency Demonstrated
Ratings 6, 7, 8, and 9	Less than Competent Performance Demonstrated

12.3 Staff Assessment Findings

Analysis of the competency ratings of teachers revealed that 92 percent of the STELLAR teachers were appraised by their supervising coordinators as demonstrating a high level of competency and, thus, received ratings of 1 or 2. Only eight percent of the teachers (one employee) received a rating of 3, the designation for competency demonstration. No teacher received a rating of 6 to 9 which would have designated performance

that was less than competent. The findings indicated the achievement of terminal objective 2.3.5.

Table 30 displays the number and percent of teachers demonstrating competency, as verified by coordinators.

A similar analysis of the competency ratings of educational aides revealed that 42 percent of the STELLAR aides were appraised by their supervising coordinators as demonstrating a high level of competency and received a rating of 1 or 2. A somewhat larger percentage of aides, 58 percent, attained ratings of 4 or 5 which denoted demonstration of competency, as verified by coordinators. No educational aide received a rating indicative of less than competent performance. The findings indicate the achievement of terminal objective 2.3.6.

Table 31 displays the number and percent of aides demonstrating competency as verified by coordinators.

12.4 Discussion

In general, teachers displayed a higher level of competency rating than did educational aides. Doubtlessly, the greater number of opportunities afforded teachers for advanced study and inservice training influenced on-the-job performance. Although skills categories were labeled similarly for both teachers and aides, performance was viewed in light of the duties, responsibilities, and expectations of the role.

All twenty-four trainees (100 percent) displayed ratings indicative of competency in the performance of 18 critical behaviors and skills necessary for the effective instruction of

TABLE 30

NUMBER AND PERCENT OF TEACHERS DEMONSTRATING
COMPETENCY AS VERIFIED BY COORDINATORS

Competency Rating	Description	Total Teachers	
		Number	Percent
1	High level of competency demonstrated	9	75
2	High level of competency demonstrated	2	17
3	Competency demonstrated	1	8
TOTAL		12	100

TABLE 31

NUMBER AND PERCENT OF AIDES DEMONSTRATING
COMPETENCY AS VERIFIED BY COORDINATORS

Competency Rating	Description	Total Aides	
		Number	Percent
1	High level of competency demonstrated	3	25
2	High level of competency demonstrated	2	17
4	Competency demonstrated	5	41
5	Competency demonstrated	2	17
TOTAL		12	100

'at risk' students. This underscored and verified the importance of such training for Title I personnel and the significance of such training for the instructional planning performed for disadvantaged students. Even more important, however, were the anticipated effects of teacher/aide competency upon the measurable performance of the students whom they served.

12.5 Parent Assessment of Training Effectiveness

12.5.1 Instrumentation. An instrument was developed by the practitioner to help parents assess the effectiveness of their training conducted at Hillcrest Children's Center. (See a copy of the assessment form on pages 346-347 of appendix F.) As specified in terminal objective 2.3.7, the intent of this training was to improve supportive parenting skills and learning-reinforcement strategies at home. Training was evaluated by means of a self-administered assessment instrument. The resultant form, "Participant's Assessment of the HCC Parent Training Component," was a 12-item checklist designed for easy completion in a short time.

12.5.2 Procedure. The assessment form was mailed to the homes of the twelve parent trainees shortly after completion of the HCC training program. Each participant was directed to complete the form and return it to the practitioner. Return envelopes were enclosed for mailing convenience. Because of a low response rate, a second mailing was conducted some months later and resulted in a somewhat larger response.

12.5.3 Findings. As reported in Chapter VI, the parent training component focused upon those attitudes, understandings, activities, and experiences required to achieve the goals of behavior management and reinforcement of school learnings. Analysis of the responses of the participants revealed that these two goals specified in objective 2.3.7 were achieved, as determined by parent self-assessment.

The assessment yielded three sets of information: (1) parent assessment of his own performance upon completion of the HCC parent training program; (2) parent assessment of his child's performance after participation in the STELLAR Project; and (3) parent assessment of the effectiveness of the STELLAR Project, including its perceived strengths and weaknesses. The information presented below is that of seven parent respondents, 58 percent of the total group of twelve parent trainees.

Table 31a presents the parents' assessment of their performance in two areas upon completion of the program. Their responses reveal that five of the seven parents (71 percent) viewed the training as effective in helping them to manage their children's behavior at home. Six parents (86 percent) viewed the training as effective in helping them to provide student learning-reinforcement at home.

Table 31b presents the parents' assessment of their children's performance resulting from involvement in the STELLAR Project. With the exception of one area, 86 percent or more of the parent respondents felt that their children's reading and language skills improved

last year and that this achievement was due to their involvement in the STELLAR Project. However, only 57 percent of the parents felt that their children's reading improvement occurred because of the instructional assistance received in the STELLAR Project. Overall, however, 82 percent of the respondents expressed confidence in the effectiveness of the STELLAR Project to produce improvement in their children's reading and language skills achievement.

Table 31c presents the identification and rank of three HCC training strengths and three weaknesses specified by parent respondents. These training characteristics were ranked according to the frequency of their mention by the participants. The greatest strength appeared to be that parents perceived a nucleus of child management problems common to all. The greatest weakness appeared to be the late delivery of parent stipend checks.

12.5.4 Discussion. The low response level indicated that other procedures may have been more effective in obtaining parent information about the effectiveness of this program designed specifically for them. It is recommended that similar activities conducted in the future utilize, where possible, personal interviews to obtain assessment information. If written questionnaires must be employed, it may be more effective to distribute such instruments at a group sitting before the termination of the program. Although the preceding information was based upon that received from only seven respondents, it is felt that this was an adequate number (58 percent

of the total group) upon which confidence could be placed regarding the determination that objective 2.3.7 was indeed achieved.

TABLE 31a

PARENT ASSESSMENT OF POST-TRAINING
PERFORMANCE

Assessment Item	Total N	"Yes" Respondents	
		Number	Percent
Did the HCC training help you to manage your child's behavior at home?	7	5.0	71.4
Did the HCC training provide you with some learning- reinforcement techniques to use at home?	7	6.0	85.7
TOTAL MEAN		5.5	78.6

TABLE 31b

PARENT ASSESSMENT OF CHILDREN'S PERFORMANCE AFTER
PARTICIPATION IN THE STELLAR PROJECT

Assessment Item	Total N	"Yes" Respondents	
		Number	Percent
Did your child's reading skills improve?	7	6.0	85.7
Was this due to the STELLAR Project?	7	4.0	57.1
Did your child's language skills improve?	7	7.0	100.0
Was this due to the STELLAR Project?	7	6.0	85.7
TOTAL MEAN		5.8	82.1

TABLE 31c

PARENT IDENTIFICATION AND RANKING OF HCC TRAINING
STRENGTHS AND WEAKNESSES

Characteristic	f	Rank
<u>Training Strengths</u>		
Commonality of parents' problems	6	1
Interesting, functional sessions	5	2
Introduction of new learnings	3	3
<u>Training Weaknesses</u>		
Late stipend checks	7	1
Distance of training site	3	2
Little individualized counseling	2	3

CHAPTER XIII

STAFF ASSESSMENT OF PROJECT EFFECTIVENESS

Five categories of STELLAR Project staff were administered a participant's questionnaire developed by the practitioner. Its intent was to obtain staff perceptions of program merit or worth, i.e., its effectiveness in achieving the stated objectives. Additionally, this instrument was designed to aid in identifying any unanticipated effects which might influence or impact upon the overall effectiveness of future district-wide implementation of the practicum design. Thus, the data yielded by this staff assessment were viewed as being of importance to a summative assessment of project effectiveness. It also possessed implications for formative evaluative information helpful to replication efforts.

The assessment questionnaire was a comprehensive instrument which focused upon several dimensions or components of the project. Specifically, staff were asked to provide input and to share their reactions relative to the following major questions:

- .1 Did the STELLAR Project achieve its expected effects?
- .2 Were there any unanticipated outcomes -- positive or negative?
- .3 What modifications should be made to insure a more effective operation of the STELLAR design during the next school year?

The questionnaire was administered to staff in July 1977, one month after completion of the project. (A copy of the instrument and its accompanying covering letter are included in appendix F.)

The respondents totaled 37 (69 percent) of the 54 employees who were either directly involved in the project as lab team members or who were regional or program coordinators providing support and assistance to the project effort. They included reading-language teachers, educational aides, program assistants, parent assistants, and regional and program coordinators. Their responses yielded definitive information regarding program impact, including both expected outcomes as well as unanticipated side effects. Table 32 displays the categories and numbers of respondents who participated in this assessment.

Some of the evaluative findings were presented and discussed in earlier chapters of this report. However, those components of the assessment instrument which were of primary importance to a consideration of the merit and worth of this project design are displayed and analyzed within this chapter. Therefore, the following discussion describes the major dimensions of the assessment, responds to the key questions posed in the instrument, identifies participant responses and reactions, and summarizes the educational implications of these responses. The result is a descriptive analysis of the assessment of participating staff regarding the effectiveness of the STELLAR design.

TABLE 32

CATEGORY AND NUMBERS OF STAFF ASSESSMENT RESPONDENTS

Project Staff	Total No. Project Participants	No. Assessment Respondents	% Assessment Respondents
Reading Teachers	12	11	92
Educational Aides	12	10	83
Program Assistants	11	7	58
Parent Assistants	12	3	25
Regional Coordinators	5	4	80
Program Coordinators	2	2	100
TOTAL	54	37	69

13.1 The Personal Attitudes of Staff about Participation in the STELLAR Project

The reactions and feelings of staff regarding their personal involvement in the STELLAR Project were viewed as indicators of their own feelings of role success and personal self-worth, their expectations of the success of the program, and their overall affective response to the project design. The responses revealed that a high percentage of participating staff (97 percent) not only enjoyed working in the project, but they were happy that they had been selected to participate. Items 1 and 2 present the queries and the resultant responses.

ITEM 1		
Did you enjoy working in this project? (1.5)*		
<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	34	97
No	1	3
TOTAL	35	100

ITEM 2

Were you glad that you were selected to participate? (1.6)*

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	34	97
No	1	3
TOTAL	<u>35</u>	<u>100</u>

Questionnaire item number

13.2 Project Effects upon Student Achievement as Perceived by Staff Respondents

Staff responses to three inquiries related to this topic revealed that the project was viewed as producing positive effects upon the needs and achievements of 'at risk' students. A high percentage of respondents was in agreement with statements that described positive outcomes for students receiving supplementary instruction in STELLAR labs. Items 3 through 5 display these responses.

ITEM 3

The STELLAR Project met the assessed learning needs of 'at risk' Title I students.

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	19	54
Agreed	15	43
Disagreed	1	3
Strongly Disagreed	0	0
TOTAL	<u>35</u>	<u>100</u>

ITEM 4

Do you feel that most of the students in your center attained the terminal objectives --

... in reading?
 ... in expressive language?
 ... in self concept? (1.4)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	30	91
No	<u>3</u>	<u>9</u>
TOTAL	33	100

ITEM 5

Do you feel that you were more effective this year than last year in providing appropriate instructional experiences for Title I students? (1.9)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	32	97
No	<u>1</u>	<u>3</u>
TOTAL	33	100

13.3 Staff-Perceived Effectiveness of Individual Project Components

The items which follow display the reactions of staff to eight of the several facets of the STELLAR design addressed in the questionnaire. This view of the program provided the assessor with the specificity of information needed for a detailed analysis of the processes, content, and strategies which comprised the STELLAR lab operation.

Staff responses served dual functions: (1) evaluation of the effectiveness of individual components of the overall design, and (2) identification of those features which may require some modification or refinement if they are to be considered for replication. Items 6 through 13 present the staff's assessment of these dimensions of program operations:

- Student selection
- Grouping practices
- Length of lab service
- Team teaching
- Individually prescribed instruction
- Staff training

ITEM 6

The students selected for STELLAR lab instruction were those most in need of extra help at my school. (2.6)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	21	58
Agreed	15	42
Disagreed	0	0
Strongly Disagreed	0	0
TOTAL	36	100

ITEM 7

A group of 12 students was the best grouping size. (2.2)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	12	33
Agreed	14	39
Disagreed	5	14
Strongly Disagreed	5	14
TOTAL	36	100

ITEM 8

A 55-minute period was an adequate time period. (2.3)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	18	49
Agreed	17	46
Disagreed	2	5
Strongly Disagreed	0	0
TOTAL	37	100

ITEM 9

Daily instruction for one semester was adequate for most students. (2.4)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	5	14
Agreed	21	60
Disagreed	7	20
Strongly Disagreed	2	6
TOTAL	35	100

ITEM 10

Forty-eight students per semester was an appropriate number of students for an intensive program of supplementary instruction. (2.1)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	10	28
Agreed	17	49
Disagreed	5	14
Strongly Disagreed	3	9
TOTAL	35	100

ITEM 11

A fulltime teaching team, composed of a teacher and an aide, can produce greater learning for students than a teacher working alone. (2.10)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	28	80
Agreed	7	20
Disagreed	0	0
Strongly Disagreed	0	0
TOTAL	35	100

ITEM 12

The individually prescribed instruction procedure (IPIP) provided a structured approach to individualized instruction which was effective and appeared to work.

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	13	41
Agreed	19	59
Disagreed	0	0
Strongly Disagreed	0	0
TOTAL	32	100

ITEM 13

The training conducted by Hillcrest Children's Center (HCC) was _____ to/for effectively implementing the STELLAR Project design. (4.1)

.1 _____ essential
 .2 _____ helpful
 .3 _____ unnecessary

<u>Response</u>	<u>Number</u>	<u>Percent</u>
.1	15	56
.2	12	44
.3	0	0
TOTAL	27	100

ITEM 14

The STELLAR Project design should be expanded to include all Title I reading and mathematics resource labs. (1.3)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Strongly Agreed	24	71
Agreed	9	26
Disagreed	1	3
Strongly Disagreed	0	0
TOTAL	34	100

ITEM 15

Can you now help other staff at your school use more effective techniques with Title I students? (1.10)

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	32	91
No	3	9
TOTAL	35	100

In general, the reaction to the design and operation of project components was most positive. This strong agreement with the basic design of the STELLAR Project bodes well for its replication. The few areas which were of some concern to staff personnel included size of groups and length of instructional time.

13.4 Follow-Up and Long-Term Outcomes

Two aspects of project follow-up were cited for staff consideration: (1) STELLAR Project expansion, and (2) staff role extension. In both instances, staff were required to project future directions for both the program and its personnel. Implicit in both projections is the staff member's formulation of two decisions: (1) Yes, this project is effective and should be replicated district-wide, and (2) Yes, I am a more competent staff member, capable of disseminating my skills and knowledge to other members of the faculty. Items 14 and 15 present staff responses to both assessment concerns.

13.5 Recommendations

Staff participants offered several recommendations and suggestions for improving the project. Viewed as formative evaluative findings, many have been carefully considered in this year's initial institutionalization of the STELLAR Project.

The 41 responses to this questionnaire item were categorized and tabulated as to frequency of occurrence. The three most frequently mentioned recommendations were: (1) specialized

training for all lab teachers and aides, (2) project replication in all Title I schools, and (3) continued help from consultants and other resource persons throughout the year. These three recommendations accounted for 54 percent of the total number of responses.

Table 33 presents the stated recommendations ranked in order of decreased frequency of occurrence.

TABLE 33

STAFF RECOMMENDATIONS FOR PROJECT IMPROVEMENT

Recommendation	Rank	f
Specialized training for all lab teachers and aides	1	9
Program replication in all Title I schools	2	8
Continued help from consultants and other resource persons throughout the year	3	5
"Buddy" help for new lab teachers	4	2
Early delivery of lab instructional materials	5	2
Full year of lab instruction for students	6	2
Reporting to parents and classroom teachers	7	2
Educational diagnosis	8	2
Clarification of program expectations and pre-requisites for lab personnel	9	1
Extended planning time	10	1
Less record keeping	11	1
More lab space	12	1
Open Lab Program	13	1
Production of a lab operations guide	14	1
Program expansion through the 6th grade	15	1
Smaller groups of students	16	1
Specialized training for classroom teachers	17	1

CHAPTER XIV

PROJECT OUTCOMES AND RECOMMENDATIONS

Based upon the information yielded by formal and informal measures of student achievement in reading, student growth in expressive language skills, student changes in self concept, staff growth in role competencies, and staff perceptions of program effectiveness, the following appear to be outcomes of this practicum effort:

- .1 Increased student achievement in reading (terminal objective 2.3.1)
- .2 Improved expressive language skills (terminal objective 2.3.3)
- .3 Some, but less than definite, change in student self concept (terminal objective 2.3.4)
- .4 Improved competencies and performance of reading-language teachers and educational aides (terminal objectives 2.3.5 and 2.3.6)
- .5 Improved competencies of parents in using parenting skills and learning-reinforcement strategies at home (terminal objective 2.3.7)

As compared with the Title I reading lab program, the STELLAR Project appeared to have been more effective in producing the following outcome:

- .1 Greater gain in reading achievement attained by STELLAR students (terminal objective 2.3.2)

As with the earlier introductory practicum, the Scriven Product Checklist was also applied to this practicum effort.

The intent of the practitioner was to apply stringent criteria in evaluating the effectiveness of the STELLAR product.⁵⁴ Figure 9 displays the Product Evaluation Profile (PEP) of this practicum. It is accompanied by comments for checkpoints rated 2 and below.

Analysis of the PEP results and the attainment of six of the seven objectives reveal that the STELLAR Project appeared to have educational significance for the improvement of reading and language achievement of identified Title I students in grades one, two, and three. Further, it appeared to have a positive effect upon the self concept of at least 40 percent of the students.

The following recommendations were generated from a variety of sources, including the results of the participants' assessment of program effectiveness, informal feedback from the STELLAR Coordinating Committee, and practitioner assessments. They are intended for subsequent replication efforts. The recommendations are as follows:

- .1 That a systematic, structured program of specialized training be provided for all lab teachers and aides of 'at risk' Title I students.
- .2 That a cadre of consultants, composed of either trained LEA staff or outside resource assistants, be on hand for additional, individualized in-lab assistance to teachers and aides.
- .3 That a written guide to the operations of a laboratory program be given to each lab team member to assist in the systematic implementation of an improved lab program.
- .4 That clear and systematic channels of communication be established and maintained between the lab team and the classroom program.

⁵⁴

Scriven, pp. 93-123.

- .5 That all incoming lab teachers be required to have fulfilled certain qualifications related to graduate courses in reading or mathematics, diagnostic-prescriptive teaching, and education for the urban learner.

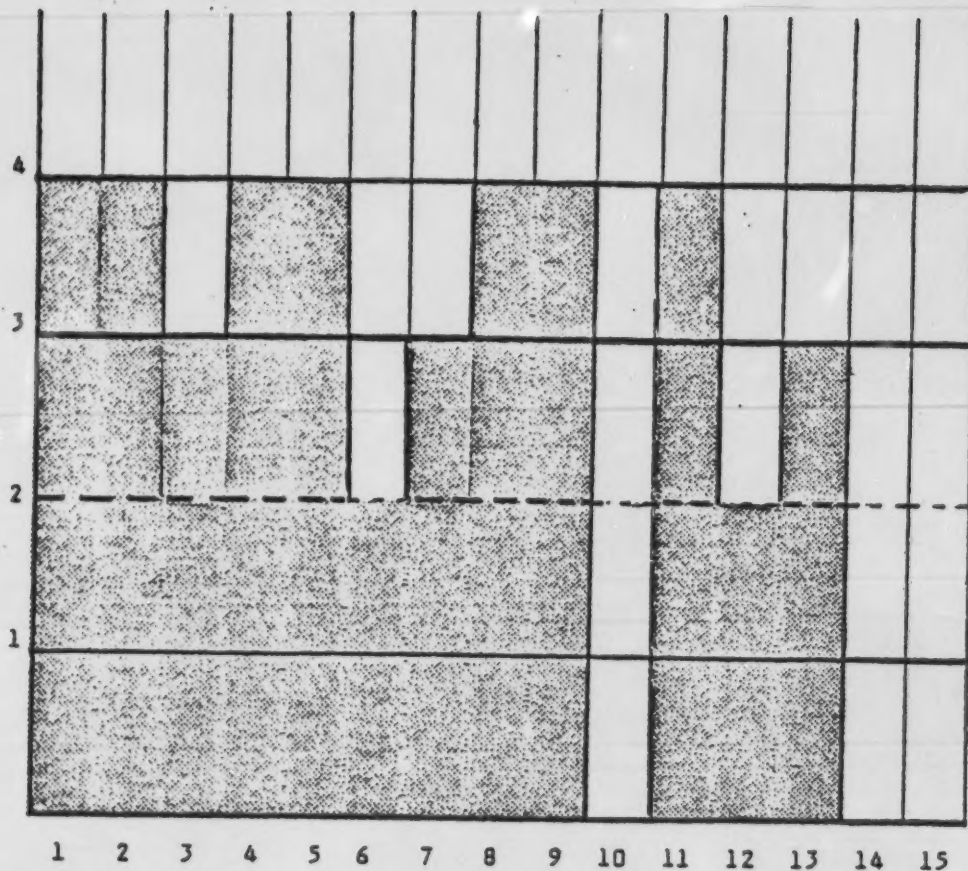


Figure 9. Product Evaluation Profile (PEP) of the STELLAR Project.

SOURCE: Michael Scriven, Evaluation: A Study Guide For Educational Administrators (Fort Lauderdale: Nova University, 1972), PP. 118 - 121.

- 6: The annual award of the federal grant prohibits firm, positive follow-up plans on a long-range basis.
- 10: No tests of statistical significance were proposed or performed.
- 12: Costs were neither verified independently nor repeated for artificial competitors. However, the costs data, as referenced to the effectiveness of the treatment, appear reasonable as compared to those of its critical competitor, the Title I Reading Lab Program.

PART FOUR

PRACTICUM INSTITUTIONALIZATION

A major criterion of the effectiveness of this practicum was its insertion in the ESEA Title I Comprehensive Program of the Public Schools of the District of Columbia. Kaylin and Heyert note that the practicum must "... effect an improvement in an educational system."⁵⁵ It became essential, therefore, that the practitioner not only show that the practicum project produced benefits for the system, but that the system, of which the project was a part, incorporated the basic practicum design within its structure.

Chapter XV, the final chapter of this report, describes the institutionalization of the STELLAR Project within the Title I Program in the current fiscal year. In addition, it cites the recommendations of the U. S. Office of Education review team regarding replication of this practicum. Finally, it explicates the rationale and function of the enclosed publication, ON TARGET!, a procedural guide to the implementation of the structured, district-wide laboratory program based upon the STELLAR design.

⁵⁵ S. O. Kaylin and Murray Heyert, Practicums Manual (Fort Lauderdale: Nova University, 1975), p. 32.

CHAPTER XV

PROGRAM REPLICATION AND INSTITUTIONALIZATION

This practicum has met the two major requirements of institutionalization:

- .1 Insertion of the practicum design and results into the regular system in which the original needs were assessed and made a regular, operating component of the system⁵⁶
- .2 Assurance that the practicum design and results will continue as a part of the system without the direct support of the practitioner.⁵⁷

The following presents a description of the procedures employed and outcomes achieved in fulfilling the two requirements related to replication and institutionalization of the practicum.

15.1 Institutionalization of the STELLAR Project

The primary strategy and major thrust of the FY 1978 Title I Program, which began operations in September 1977, was the re-conceptualized and restructured laboratory program component. Approved by the Board of Education of the District of Columbia in May 1977, the FY 1978 ESEA Title I state plan of operations fully outlined the operational procedures and conceptual improvements of the new laboratory design.⁵⁸ Thus, the Board-

⁵⁶ Kaylin and Heyert, p. 33.

⁵⁷ Ibid.

⁵⁸ Public Schools of the District of Columbia, "A Proposal: ESEA Title I Comprehensive Program, FY 1978," Washington, D.C., 1977, pp. 17-24.

approved Title I proposal document issued the mandate for STELLAR Project implementation. Additionally, the proposal included a rationale statement which explicated the need for an improved laboratory intervention strategy and the employment of an instructional laboratory team with specialized competencies.⁵⁹ The reconceptualized laboratory program described within that document is now in operation in 152 reading-language and mathematics labs in 66 elementary schools. It represents not only replication but expansion of this practicum effort, the STELLAR Project.

15.1.1 Process steps in program design and approval. Insertion into the Title I system involved planning, design, and decision making by several bodies and agencies. It was neither a simplistic nor an arbitrary procedure.

After intensive review and consideration, the STELLAR Project was recommended for replication by the Title I Program Planning Committee in December 1976. That body was charged with formulating recommendations for the FY 1978 Title I program strategy design.

Upon careful deliberation and analysis of all aspects of the proposed FY 1978 design, both programmatic and fiscal, the Title I District Parent Advisory Council (DPAC) made its decision. It approved the FY 1978 Title I design, including the planning committee's recommendation related to replication of the STELLAR Project as the reconceptualized and restructured Title I laboratory program.

⁵⁹ Ibid., p. 16.

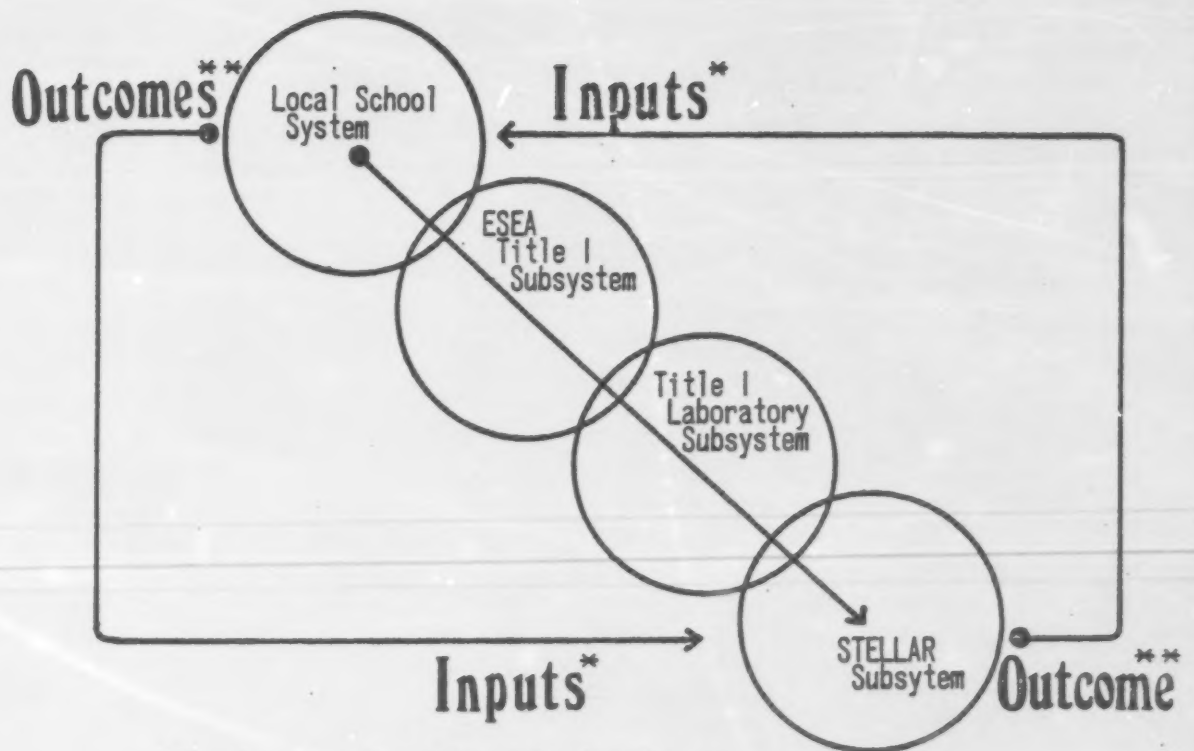
Board of Education approval, granted in May 1977, was preceded by appropriate program review and recommendations by the Superintendent of Schools and the State Education Agency. The final, but major step, was submission of the Title I application to the U. S. Office of Education and the receipt of approval from that federal agency.

Figure 10 presents a conceptualization of the laboratory program system.

15.1.2 U. S. Office of Education program review team findings and recommendations. From January 31 through February 4, 1977, a team of program staff from the U. S. Office of Education conducted its annual program review of the operation and administration of the Title I Program in the District of Columbia. The findings and recommendations of this team were included in a report to the Superintendent of Schools from USOE Associate Commissioner for Compensatory Education Programs. One component intensely appraised by the review team was the STELLAR Project which was then completing its Cycle I operations. In the section of the report related to "Program Development Findings," the review team stated:

Major contributions to program development can be expected from two Title I pilot projects ⁶⁰ the Collaborative Saturated Services Program (CSSP) and the larger project, Strategies and Training for Effective Learning in Language and Reading (STELLAR). . . . The larger STELLAR project (for 1152 students) provides an intensive, structured approach to strengthening reading and language skills, with children going to learning centers to receive 55 minutes of supplementary instruction each day for four months. Substantial staff

⁶⁰ CSSP is the group practicum reported under separate cover.



*Inputs to each system and subsystem:
Identified Cognitive and Affective Needs

**Outcomes of each system and subsystem:
Improved Cognitive and Affective Behaviors

Figure 10. Conceptualization of Program System and Subsystems

training in relevant subjects such as perceptual awareness, educational diagnosis, and prescriptive teaching is built into this project. Several home-room teachers commented on how STELLAR has helped their students. It is expected that the standards of quality which have been followed in the design of these promising projects will, as these programs prove to be successful, be applied as general standards for individualized instruction in all Title I basic skills activities.⁶¹

Further, the report issues the following recommendation:

Continue the pilot project efforts to develop model program designs incorporating quality standards for individualized instruction which can be extended to all Title I instructional activities in reading and math.⁶²

As is apparent, these statements of commendation reported by the review team and transmitted by the Associate Commissioner were viewed as substantive verification of positive practicum results. Further, they had an important impact upon the decision by the system to institutionalize the basic STELLAR design. A memorandum from the executive director of the program provides additional verification of the insertion of this practicum in the regular Title I system.

15.2 Planned Practicum Continuity and Support

Three mechanisms were devised to insure that the practicum institutionalization effort would continue in the absence of the direct support of the practitioner. These mechanisms included: (1) the continued activities of the STELLAR Project

⁶¹U.S. Office of Education, "A Report to the Public Schools of the District of Columbia: Findings and Recommendations of the Annual Office of Education Review of the District of Columbia Title I, ESEA Program," Washington, D.C., 1977, pp. 1-2.

⁶²Ibid., p. 2.

Coordinating Committee, (2) an educational seminar which served as an orientation for lab teams, and (3) ON TARGET!, a procedural document for lab teams published by the school district.

Each mechanism performed several important tasks. It provided both program implementers and managers with information regarding the rationale (Why?), content (What?), and processes (How?) of restructured lab operations. Each emphasized the importance of personal commitment to the task by everyone involved. And finally, each assured all lab team members of continued support and assistance from the LEA administration to the maximum degree necessary.

15.2.1 The STELLAR Coordinating Committee. As described earlier in Chapter VII, this committee performed several valuable functions during the implementation of the STELLAR Project. In particular, this committee was responsible for the planning and coordination of project services. Under the direction and leadership of the deputy director, this group of coordinators and supervisors will continue to provide direction, coordination, and the delivery of needed support services. Most importantly, it will seek to insure that the program is executed as designed.

15.2.2 Orientation to the restructured lab program. A three-day educational seminar was conducted on September 28, 29, and 30, 1977 for laboratory teams from the 66 Title I elementary schools. The intent of this staff development activity was to provide a structured, district-wide orientation to the reconcept-

ualized laboratory program. Its focus was an analysis of individual and team roles of lab staff members, an introduction to the commercial instructional materials, and a demonstration of strategies and techniques found to be useful for helping 'at risk' Title I students encounter learning success. Participants included nearly four hundred lab teachers, aides, program assistants, school administrators, and LEA and SEA staff members. The outcomes were improved attitudes toward and clarified expectations of new roles as lab team members; increased information about the differences in 1978 lab program operations; and an introduction to the specialized, technical skills needed to insure learning success for students. (A copy of the orientation program is included in appendix A.)

15.2.3 ON TARGET!, a procedural manual for Title I lab teams. This publication was designed to provide lab team members with a procedural guide to assist their implementation of the restructured Title I laboratory program. It became the third mechanism used to insure accurate and competent implementation of the reconceptualized program based upon the STELLAR Project.

As the executive director carefully pointed out in the Foreword of the publication,

When the reconceptualized Title I laboratory program was formulated, it became clear that an operations manual was necessary to insure the implementation of a more systematized laboratory procedure. Recognizing this, resource teachers, educational aides, program assistants, and Local Education Agency administrators

committed themselves to the task of producing a laboratory operations manual. ON TARGET!, therefore, came to fruition.⁶³

The publication, ON TARGET!, included the contributions of over one hundred teachers, aides, and assistants. It required the assistance of STELLAR team members to provide leadership and perform editorial tasks related to the completion of the document. Serving as one of the three senior editors responsible for final editing and production, the practitioner perceived this document to be of immense practical help to all who worked with Title I students. Certainly its value as a resource for lab teams has been well articulated. It has also served as a dissemination tool to share information about the laboratory program as the major vehicle for the provision of supplementary instruction for Title I students.

As stated within the Introduction:

ON TARGET! is a resource manual developed for Title I laboratory teams by lab team peers. Its effectiveness will be determined by its utility in aiding teams to implement a new design which has the promise of added benefits for Title I students.⁶⁴

A copy of ON TARGET! is appended to this report under separate cover.

This practicum appeared to possess the capability for producing greater achievement in reading and language for 'at risk' Title I students in the Public Schools of the District of Columbia. Its institutionalization will insure the use of a

⁶³ Public Schools of the District of Columbia, ON TARGET! - A Laboratory Operations Manual, edited by Judine B. Johnson, Margie L. Thomas, and Maxine A. Crump (Washington, D. C., 1977), p. 1.

⁶⁴ ON TARGET!, p. 2.

more systematized and strengthened laboratory procedure within the ESEA Title I Comprehensive Program.

GLOSSARY

Affective behaviors: actions caused by or expressing emotion or feeling

Cognitive skills: intellectual skills, understandings, and knowledge

Compensatory program: supplementary services and assistance provided to counteract or offset educational loss, lack, or deprivation caused by adverse economic conditions

Expressive language skills: speaking skills and writing skills used to communicate with others

Intervention: a strategy, treatment, or program that serves to modify or hinder the consequences of disadvantages

Modality: the learning preference of a student; a preference for aural, visual, kinaesthetic, or tactile experiences, or a combination of these experiences or techniques which work best to help a student learn

Multi-media: the use of several different categories of instructional equipment or technology to assist learning and to accommodate differing learning modalities

Peer relationships: involvement and interaction with classmates or other members of an age or grade group

Peer teaching: using same-aged, older, or younger classmates to tutor other students in specific skill areas under structured conditions

Phoneme-grapheme association: the relationship between a sound (phoneme) and its visual representation (grapheme)

Pullout lab program: taking students from their regular classrooms to another learning area for instruction for specified periods of time

Receptive language skills: listening skills and reading skills used to receive the messages of others

Strategy: a plan, method, or series of procedures for achieving a goal or a set of objectives

Supplementary instruction: "extra" instruction or services
(provided through federal funding) which are in addition
to those provided through regular school funding

Target population: students and staff for whom services are
designated

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APPENDICES

APPENDIX A
LETTERS OF SUPPORT
AND
INSTITUTIONALIZATION DOCUMENTATION

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1800 UPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

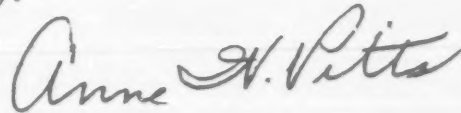
September 23, 1976

Memorandum to: Mrs. Judine B. Johnson
Deputy Director

You are hereby granted the approval of this office to proceed with the implementation of your individual practicum, "The Development and Implementation of the Stellar Project for 'At Risk' Title I Students" in FY '77.

This is indeed an excellent program for re-structuring the Laboratory Programs in the Title I schools through the provision of intensive and concentrated instruction to Title I students by a cadre of teachers trained in the use of special diagnostic tools and a curriculum of specialized methods, techniques and learning experiences for "at risk" Title I students.

Good luck with your practicum and please advise me if this office can be of further assistance to you in any way.



Anne W. Pitts
Executive Director

AWP/tdm

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1226 UPMUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

September 24, 1976

Memorandum to: Judine B. Johnson
Deputy Director

From: Anne W. Pitts *awp*
Executive Director

The "Stellar Project for At Risk Title I Students" is excellent. After reviewing the entire document, with special attention to those sections which you requested that I review, I wish to commend you on a comprehensive and well documented proposal which has the potential for greatly improving the total Title I program when it is replicated in FY'78.

Listed below are a few general observations which you might find of help and interest as you finalize your plans for implementation.

1. The documentation cited from the FY'75 Title I Evaluation conducted by IBEX clearly supports the need for such specialized training of teachers of Title I students who have been identified as "at risk".
2. Three major areas of concern in the Title I program have been addressed:
 - Concept Development
 - Language Facility
 - Self Image
3. The diagnostic tools, language acquisition techniques and methodologies used for remediation of identified psycholinguistic weakness which have been developed by the Hillcrest Children's Center appear very appropriate for the "at risk" Title I students.
4. Commonality among needs of Title I students and "special education" students is recognized as well as the difference in degree of need among the students. Title I teachers need intensive training that will enable them to better understand the learning needs of "at risk" Title I students and to more effectively meet the varying needs of this population. The proposal provides for this kind of in-depth staff training.

5. The provision of flexible and individualized pacing which would allow the participants to progress at their own rates i.e. eliminating modules if competency has already been demonstrated, and the on-going feedback are excellent features, if they can be implemented.
6. The proposal also reflects maximum utilization of personnel in the various components (Staff Development, Regional, Parent Involvement and Special Education) in most effective ways to provide continuous support and assistance services.
7. Objectives - Generally objectives are stated in clear and concise terms. You have indicated that you will re-consider objective #3. I substitute a more realistic gain for students by grade level for the "three percent mean gain in the mastery of reading skills, as measured by a criterion - referenced test".

Hopefully, the above observations will be of some help to you.

AWP/ew

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1236 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 15, 1976

Dr. Mildred C. Cooper
Assistant Superintendent
for Research and Evaluation
Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

Dear Dr. Cooper:

This serves as a formal request to perform a practicum in the Title I Program of the Public Schools of the District of Columbia. The procedures followed in submitting this request are those required for research studies, as outlined in Directive 708.1, dated September 28, 1976.

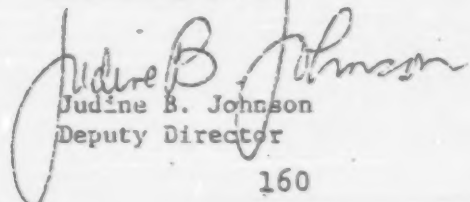
A copy of the practicum proposal was submitted to your office early in October. This document included the following information:

1. Purpose
2. Methodology
3. Statistical treatment
4. Anticipated involvement of school personnel, students, and facilities
5. Intended use of findings:
Although use of findings is referred to in Chapters 7 & 8, it should expressly be understood that the findings will be used by the Title I Program to improve the effectiveness of its reading laboratory program to increase student achievement.

In the review of the proposal document and this request, your suggestions and recommendations for practicum improvements will be welcomed.

It is hoped that this request will receive favorable consideration.

Sincerely yours,


Judine B. Johnson
Deputy Director

cc: Mrs. Anne W. Pitts
Executive Director

160

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1526 UPENUR STREET, N. W.
WASHINGTON, D. C. 20011

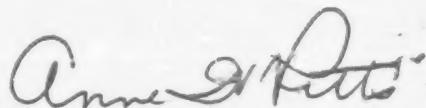
EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

January 27, 1978

Memorandum to: Mrs. Judine Johnson
Deputy Director

This office has approved the institutionalization of the STELLAR Program (Strategies and Training for Effective Learning in Language and Reading) as a major component of the FY '78 ESEA Title I Comprehensive Program. The program design was excellent and implementation of the program in twelve (12) Title I elementary schools during FY '77 was most effective and efficient.

You performed all of your duties and responsibilities as stated and the caliber of performance was indeed highly satisfactory and commendable.



Anne W. Pitts
Executive Director

AWP/tcm

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1328 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

September 21, 1977
Title I LEA Bulletin #12

Memorandum to: Principals; Reading and Mathematics Lab Teachers
Program Assistants and Laboratory Educational Aides
of Title I Elementary Schools

Re: Title I Program and Laboratory Orientation

A Title I Laboratory Program Orientation will be held at the Fletcher Johnson Educational Center, Berring Road and C Street, S. E., on the following dates:

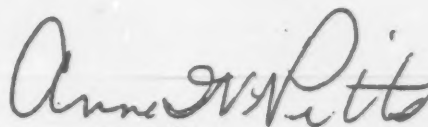
Wednesday, September 28, 1977 - 8:45 a.m. to 3:00 p.m.
Thursday, September 29, 1977 - 8:45 a.m. to 3:00 p.m.
Friday, September 30, 1977 - 8:45 a.m. to 11:30 a.m.

The orientation will be in five phases as indicated below:

<u>Phase</u>	<u>Subject</u>	<u>Dates</u>
I	Overview of FY '78 Title I Program	9/29/77
II	General Orientation to the Title I Laboratory Program	9/28/77
III	Introduction to the Title I Reading and Mathematics Instructional Programs	
	A. Addison-Wesley Reading Program	
	B. Addison-Wesley Mathematics Program	
	C. Random House Mathematics Program	
IV	Introduction to D. C. Heath Reading Program for Nine (9) Selected schools	
V	Mini-Sessions: Roles, Tasks, and Team Interactions	9/30/77

Principals, reading and mathematics teachers, program assistants, and laboratory aides are invited to attend each day. Participants will be allotted one hour and fifteen minutes for lunch on Wednesday and Thursday. As indicated above, the Friday session will end at 11:30 a.m. Please bring a note pad and pencil with you because there will be limited materials for distribution.

We look forward to your participation in this orientation. We anticipate that this activity will enable you to successfully begin this year of Title I Program operations.



Anne W. Pitts
Executive Director

CC:
Regional Superintendents
Mrs. Frances Watts
Mrs. Judine Johnson
Regional Coordinators for Title I
Regional Resource Teachers for Title I

AWP/tcm

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1330 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

September 26, 1977

Memorandum to: _____

You are invited to participate in an orientation to the FY 1978 Title I program operations, with emphasis upon the reading and mathematics laboratory component.

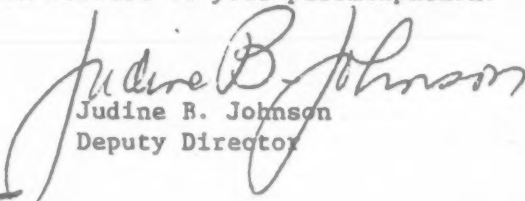
Orientation dates include the following:

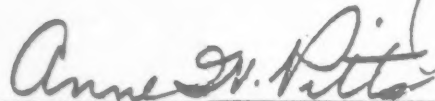
- Wednesday, September 28, 1977, from 8:45 to 3:00 p.m.
- Thursday, September 29, 1977, from 8:45 to 3:00 p.m.
- Friday, September 30, 1977, from 8:45 to 11:30 a.m.

The orientation site will be the Fletcher-Johnson Education Center located at Benning Road and C. Street, S.E.

Participants will include Title I reading-language and mathematics teachers, educational aides, program assistants and administrators of Title I elementary schools. All participants are invited to attend the three daily sessions, each of which will focus upon a different dimension or component of the Title I Program.

It is hoped that you will be able to attend this three-day orientation endeavor. We look forward to your participation.

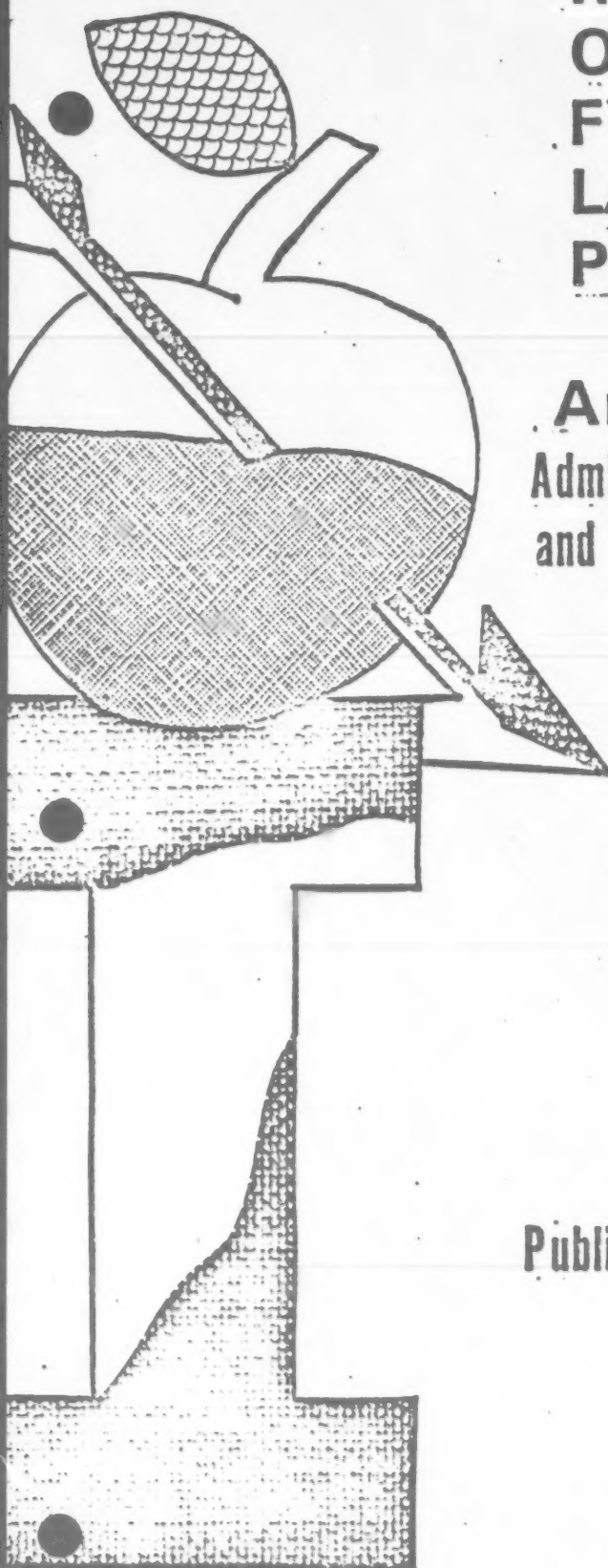

Judine B. Johnson
Deputy Director


Approved: Anne W. Pitts

AWP/JBJ/gjf

188

164



IMPLEMENTATION OF THE FY 1978 TITLE I LABORATORY PROGRAM"

**An Educational Seminar
Administrators, Aides, Program Assistants,
and Teachers of Title I Students**

**September 28, 29, and 30, 1977
Fletcher-Johnson Educational Center**

**Vincent E. Reed
Superintendent of Schools**

**Anne W. Pitts
Executive Director, ESEA Title I
Public Schools of the District of Columbia**

"Implementation of the FY 1978 Title I Laboratory Program"

AN EDUCATIONAL SEMINAR

DAY I

Wednesday, September 28, 1977

Mrs. Anne W. Pitts, Executive Director
Presiding

GREETINGS

Mr. Ellsworth E. Mitchell, Principal
Fletcher-Johnson Educational Center
Dr. James T. Guines, Associate Superintendent
Office of Instruction
Mr. Harris M. Taylor, Associate Superintendent
Office of State Administration
Dr. Rueber G. Pierce, Assistant Superintendent
Region I
Dr. Dorothy L. Johnson, Assistant Superintendent
Region II
Dr. Andrew E. Jenkins, Assistant Superintendent
Region III
Dr. William H. Brown, Assistant Superintendent
Region IV
Mr. William J. Saunders, Assistant Superintendent
Region V

PART ONE

OVERVIEW: THE FY 1978 TITLE I COMPREHENSIVE PROGRAM ...
Mrs. Anne W. Pitts, Executive Director

SEA MONITORING: RATIONALE, PROCEDURES, AND EXPECTED OUTCOMES ...
Mrs. S. Frances Watts, Chief, Compensatory Programs

- COFFEE BREAK -

PART TWO

ORIENTATION TO THE FY 1978 TITLE I LABORATORY PROGRAM ...
Mrs. Judine B. Johnson, Deputy Director

2.1 TEAMING ...

Mrs. Mabel M. Brice, Coordinator, Region I
Mrs. Jeannette A. Gray, Assistant, Region I

- LUNCH -

2.2 INDIVIDUALLY PRESCRIBED INSTRUCTION ...

Mrs. Judine B. Johnson, Deputy Director

2.3 TEACHING STRATEGIES ...

Mrs. Dorothy R. Christian, Assistant, Regions II & VI

Mrs. Joan T. Kelley, Assistant, Region IV

Mrs. Ann W. Williams, Assistant, Region III

2.4 TUTORING ...

Mrs. Gloria A. Turner, Coordinator, Regions II & VI

2.5 MANAGEMENT ...

Mrs. Roberta T. Walker, Coordinator, Region V

Mrs. Barbara D. Simpkins, Assistant, Region V

REACTIONS AND INTERACTIONS The LEA Staff

DAY II

Thursday, September 29, 1977

Mrs. Judine B. Johnson, Deputy Director
Presiding

THE FOCUS OF TODAY'S SESSION ...

Mrs. Johnson

INTRODUCTION TO THE PUBLISHER PROGRAMS

1.0 INSTRUCTIONAL MATERIALS AND MEDIA FOR READING-
LANGUAGE LABS ...

Mrs. Vilma L. Lee, Coordinator, Region IV
Manager, Reading-Language Sessions

Mr. Charles Seldon, Marketing Manager
Ms. Marlene Baron, Consultant
Addison-Wesley Publishing Company

2.0 INSTRUCTIONAL MATERIALS AND MEDIA FOR
MATHEMATICS LABS ...

Ms. Margie L. Thomas, Coordinator, Region III
Manager, Mathematics Sessions

Mr. Richard Monard, Editor-in-Chief
Mr. Dave Brummett, Consultant
Addison-Wesley Publishing Company

Mr. Steven Cox, Regional Consultant, Milton Bradley Co.
Ms. Rosalie Servary, Consultant
Random House Publishers, Inc.

DAY III
Friday, September 30, 1977

Mrs. Judine B. Johnson, Deputy Director
Presiding

FOCUS: ROLES, TASKS, AND TEAM INTERACTIONS

Differentiated Scheduling

New Teachers and Aides ... Mrs. Kelley and Mrs. Jackson, Managers

Lab Team Roles and Responsibilities ... 9:15 - 10:00

Mini-Session 10:05 - 10:55

Experienced Teachers and Aides

Two Mini-Sessions 9:15 - 10:00

..... 10:05 - 10:55

Program Assistants Mrs. Thomas, Mrs. Walker, and
Mrs. Wooten, Managers

Lab Team Roles and Responsibilities ... 9:15 - 10:55

GENERAL SESSION: REACTIONS AND INTERACTIONS

Title I LEA Staff 11:00 - 11:30

MINI-SESSIONS

<u>Topic</u>	<u>Presenters</u>
1.0 Multi-Disciplinary Activities	Mrs. Barbara Simpkins Mrs. Carrie Childs
2.0 Objectives, Activities, and Assessment Tasks	Mrs. Ann Williams Mrs. Lillian Neville
3.0 Planned Language Experiences in the Reading-Language Lab	Mrs. Jeannette Gray Mrs. Lucy Brown Mrs. Catherine Phynes

- 4.0 Planned Language Experiences
in the Mathematics Lab Mrs. Mabel Brice
- 5.0 Independent Reading Mrs. Frances Payne
Mrs. Dorothy Christian
Mrs. Ozeal Brown
- 6.0 Teacher-developed Instructional
Materials Mrs. Vilma Lee
Mrs. Willa Gidney
- 7.0 Environmental Math Mrs. Gloria Turner
Mrs. Flora Hill
- 8.0 Perceptual Skills in Reading
and Mathematics Mrs. Jeanne Pearson
Mrs. Helen Kinard

INSTRUCTIONAL MATERIALS AND MEDIA
FOR MATHEMATICS LABS
SESSIONS

September 29, 1977

Fletcher-Johnson Educational Center

Secondary Learning Center

Ms. Margie L. Thomas, Manager

Time Schedule

9:30 - 10:20	Session I
10:25 - 10:50	Coffee Break
10:55 - 11:45	Session II
11:45 - 1:00	Lunch
1:00 - 1:50	Session III
1:55 - 2:45	Session IV
2:45 - 3:15	Preparation for Day III

Stations and Resource Staff

<u>Station</u>	<u>Consultant</u>	<u>Resource Staff</u>
A <u>Investigating School Mathematics</u>	Mr. Richard Monard	Mrs. Mabel Brice Mrs. Jean Jackson Mrs. Helen Kinard
B <u>Mathematics Their Way</u>	Mr. Dave Brummett	Mrs. Flora Hill Mrs. Gloria Turner
C <u>Goal Mathematics</u>	Mr. Steven Cox	Mrs. Ozeal Brown Mrs. Jean Pearson Mrs. Roberta Walker
D <u>Problem Pacers</u>	Mrs. Rosalie Servary	Mrs. Joan Kelley Mrs. Maxi Wooten

APPENDIX B
PROJECT OPERATIONS

TITLE I NEWS & NOTES

MAY 1977
VOL. 4 NO. 2

ESEA TITLE I COMPREHENSIVE PROGRAM

DIVISION OF INSTRUCTIONAL SERVICES

STELLAR Demonstrations

STELLAR stands for Strategies and Training for Effective Learning in Language and Reading. The goal of this program is to produce an increase in the reading/language achievement of Title I students in grades one, two and three.

Region V has held two instructional sessions on the STELLAR Project by Mrs. Yvonne Thorne and team members at Seaton School on March 23 and Mrs. Sylvia Broome and team on May 17 at Meyer School. Agenda items included Curriculum, Prescriptions and Special Projects. Mrs. Judine B. Johnson, Deputy Director for Title I, designed the STELLAR Program.



Mrs. Yvonne Thorne, reading resource teacher, conducts STELLAR lab.

TITLE I IN THE NEWS

Stellar

Stellar, a special Title I reading-language project designed by Judine Johnson, Deputy Director, ESEA Title I, will be piloted in three Region IV schools. These schools are Lovejoy, Miner and J. O. Wilson. This project is designed to aid Title I children with the greatest needs, to improve their reading and language achievement and to improve their self concepts.

Past evaluations of the Title I program have pointed out the need for a reconceptualized Title I reading lab program, restructured in terms of frequency of service, length of instructional period, staffing and curriculum. Also pointed out was the need for the retraining of Title I staff to more effectively address and respond to the learning needs of "at risk" students, and thereby improve their chances for learning.

Stellar, an acronym for Strategies and Training for Effective Learning in Language and Readine embodies five distinct, yet interrelated, strategy components.

- o An organization structure
- o A curriculum
- o Specialized staff training
- o Parent training
- o Staff support and assistance

The Title I reading labs in each of the participating schools will be converted physically and programmatically. Each center will be staffed by a four member team.

The team members
the participants
are as follows:

Lovejoy -

Dorothy Jackson

Dorothy Payne - Aide
Dorothy Campbell - Parent
Assistant
Velva Dorsett - Program
Assistant

Miner -

Martha Richards - Resource
Teacher
Sodatha Guion - Aide
Ethel King - Parent Assistant
Doris Powell - Program
Assistant

J. O. Wilson -

Effie Garnes - Resource
Teacher
Magerine Cowans - Aide
Hilda Williams - Parent
Assistant
Helen Hasty - Program
Assistant

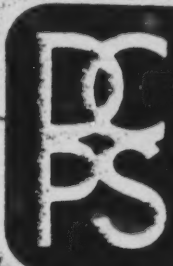
Hillcrest Childrens Center will provide specialized training in diagnostic and prescriptive techniques to all of the participants including - Delores Campbell - Lovejoy
Patricia Faucette
J. O. Wilson
and
Evelyn Mahdi -
Miner all parents
of the children participating
in this project.

NOVEMBER - 1976

VOLUME 3 NUMBER 2

173





PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

UPDATE

VOL. 2, NO. 2

NOVEMBER 1977

TITLE I Parents Hold Training Conference

Nearly 3,000 parents from all over the country met last month in Washington to learn how the groups they represent can become more actively involved in the education of their children.

This was the fourth annual training conference for the National Coalition of Title I Parents. Their slogan is "Title I is Working." The Coalition operates the National Parent Center here, which monitors legislation, funding and the degree to which parents have access to local educational programs. Elementary and

(Continued on p. 2)

Training Conference (Continued from p. 1)

Secondary Education Act (ESEA). Title I funds provide financial assistance to educational agencies serving areas with a high concentration of low-income families.

The D.C. Title I program directed by Anne Pitts provides supplementary personnel (reading, math, kindergarten aides, psychologists, etc.); instructional materials (classroom supplies and equipment); and services (clothing, eyeglasses, hearing aides, field trips, etc.). The program helps motivate parents to become more involved.

In addition to classroom and laboratory programs, before and after school tutoring is provided. During SY 77-78 the learning laboratory program has been redesigned to provide more systematic and individual assistance with reading and math competencies. Instructional time has been increased and specialized materials identified.

Title I funds totaling \$11.5 million are providing supplemental services to nearly 20,000 children, grades 3-7, in the District of Columbia this year.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1226 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 12, 1976

MEMORANDUM TO: Mrs. Anne W. Pitts

Re: STELLAR Project

The recommendations, concerns, and requests of the STELLAR Project Coordinating Committee are included in the enclosed memorandum to Mrs. Edwards. Also included is the list of coordinator, teacher, and aide trainees. The parent trainee list is not yet complete. The memorandum also includes a concern on the part of Mrs. Glascoe, who wishes training involvement for a teacher, and aide and herself.

At this time, we wish to apprise you of schedule changes and general project progress.

1. Each coordinator has informally conferenced with the principal of the STELLAR school site and has, with the principal, selected staff participants.

2. Parent trainees will include one parent of one STELLAR student at each of the twelve sites. Those persons are now being collaboratively selected by Dr. Hobson, parent involvement coordinator, and the principal, with assistance provided by the regional coordinators.

3. Because of the desire for training verbally expressed by Mrs. Ozeal Brown during staff orientation on October 2, 1976, the regional coordinators, all of whom will receive direct training, will transfer this training to all members of their regional staff on designated days in their regional offices. It was felt that an informal treatment and transfer of the training content would be more beneficial. Centralized staff members would receive training from central office trainees. Program staff would, then, serve as both trainers and trainees. Also, all members of the Title I Program staff would comprise the Support and Assistance (S & A) team.

4. Coordinator (and deputy director) trainees will require your approval for two days per month training from 9:00 until 3:00. The first date is October 21, 1976.

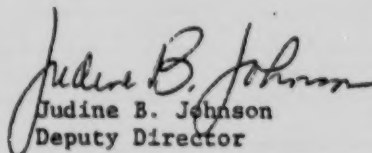
175

5. The implementation schedule was revised by the Committee and is as follows:

<u>Date</u>	<u>Activity</u>
Tues., Oct. 19th	Orientation for teachers, aides, parent assistants and program assistant. A full day for teachers and aides only.
Wed., Oct. 20th through Fri., Oct. 29th	Initial Steps (student selection, school staff orientation, parent orientation, PRT needs identification and checklist, scheduling.)
Mon., Oct. 26	Commencement of STELLAR Project, cycle I.
Wed., Oct. 14	Selection of parent trainees.
Thurs., Oct. 21	Commencement of teacher, aide, parent and coordinator training.
Fri., Oct. 22	Commencement of S & A Team training (at regional offices.)
Nov., 2-4th	Administration of language and self-concept pre-measures to cycle I students.
Nov., 22nd	Random selection of comparison group students.

Also included is a draft of a letter to principals and to parents.

Your comments and suggestions would be most helpful.


Judine B. Johnson
Deputy Director

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1328 UPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

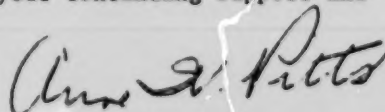
MEMORANDUM TO: _____, Principal
_____ School

We are grateful for your consent to participate in the Title I STELLAR Project for "at risk" Title I students. The support you have provided through permitting the involvement of your resource teacher, an aide, a parent assistant, and the program assistant, as well as your personal encouragement should do much toward assuring effective project implementation. We in Title I are continually seeking improved ways to achieve success for Title I learners.

Each STELLAR Project component (lab structure reorganization, curriculum and instruction, staff training, parent training, and Title I central and regional support and assistance) is designed to accomplish this goal. Participating Title I students who will be those most in need of additional reading-language instruction will hopefully improve both their achievement in reading and their self-concept.

You will shortly receive a guide to the implementation of the STELLAR Project as well as other supplemental materials. Attached is a copy of a letter which will be sent later to the parents of STELLAR students by the STELLAR staff. If there are questions regarding the project, do not hesitate to call upon your regional coordinator and the deputy director, Mrs. Judine Johnson.

Again, we are most appreciative of your continuing support and assistance.



Anne W. Pitts
Executive Director

Attachment:

cc: Mrs. Judine B. Johnson
Regional Coordinators

AWP/apw

201

177

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1200 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 29, 1976
LEA #244

MEMORANDUM TO: Program Assistants, STELLAR
Project Centers

The attached is a form letter which is to be completed and sent to the parent/guardian of each student in the STELLAR Project.

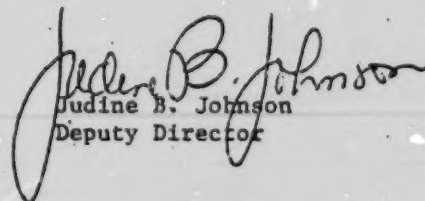
We will appreciate your help in duplicating the letter, completing it with the appropriate identifying information, addressing the envelopes, and sending it to each child's home.

It should be signed by each of the four STELLAR staff members.

Be certain to retain a copy for your STELLAR center files and the school office files.

Your team may wish to begin planning your center's orientation for parents. The regional coordinator and I will provide whatever help is needed for parent orientation.

We are most appreciative of your help and assistance.


Judine B. Johnson
Deputy Director

cc: Mrs. Pitts
Principals
STELLAR Staffs
Regional Coordinators
STELLAR Coordinating Committee

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1388 UPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

School

Dear _____:

During this semester, your child, _____, will participate in a special Title I reading-language program called the STELLAR Project. Its purpose is to aid your child to improve his reading and language achievement and his concept of himself as a successful learner.

You will be notified of a special orientation for the parents of participating STELLAR students. We want you to know what your child will be learning, and we want you to meet the staff who will be helping him.

Your assistance is most important. Be certain that your child attends school daily. Be certain to give him time to talk with you about his successes in school. Ask him to share with you what is happening in his STELLAR center. Try to provide a place and a special time for him to review his work at home.

We hope we have your support. We share your goals and concerns for the learning success of your child.

Sincerely yours,

The STELLAR Project Staff

Date _____

SPS/apw

179

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1286 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 14, 1976
LEA #228

MEMORANDUM TO: STELLAR Project Teachers
and Aides

You are requested to attend a day of orientation and training
in preparation for implementing the STELLAR Project at your school.

The orientation and training will be held:

on: Tuesday, October 19, 1976
at: The Title I Perry Building
1286 Upshur Street, N. W.
from: 8:45 A.M. until 3:00 P.M.

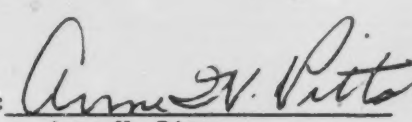
Kindly bring a bag lunch.

In addition, kindly note that the first specialized training
date for STELLAR teachers and aides listed below. You will be
expected to attend.

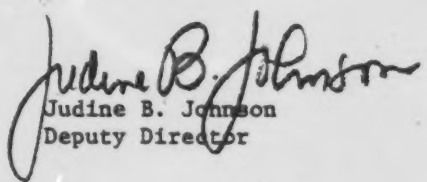
on: Thursday, October 21, 1976
at: Hillcrest Children's Center
1325 W Street, N. W.
Center Gymnasium
from: 8:45 A.M. until 3:00 P.M.

Kindly note that parking in this area is quite difficult. You
will also probably wish to bring a bag lunch.

We are most appreciative of your consent to participate in this
special Title I project, one which we feel certain will result in
improved learning for Title I children.

Approved: 

Anne W. Pitts


Judine B. Johnson
Deputy Director

cc: Stellar Project Principals
Regional Coordinators
Assistant Regional Coordinators

-180

JBj/apw

204

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1286 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 14, 1976
LEA #230

MEMORANDUM TO: STELLAR Project Parent Assistants
and Program Assistants

You are requested to attend a half-day session of orientation
and training in preparation for implementing the STELLAR Project
at your school.

The orientation and training will be held:

on: Tuesday, October 19, 1976
at: The Title I Perry Building
1286 Upshur Street, N. W.
from: 8:45 A.M. until 12:00 noon

We are most appreciative of your consent to participate in this
special Title I project, one which we feel certain will result in
improved learning for Title I children.

Approved: Anne W. Pitts

Anne W. Pitts

Judine B. Johnson
Judine B. Johnson
Deputy Director

cc: STELLAR Project Principals
Regional Coordinators
Assistant Regional Coordinators

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1200 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 14, 1976
LEA #229

MEMORANDUM TO: Principals of STELLAR Project
Schools

The enclosed memoranda are announcements of orientation and initial training dates for reading-language teachers, educational aides, parent assistants, and program assistants participating in the STELLAR Project.

You are also invited to attend the orientation and training if you find it convenient to do so. However, we wish you to note that your regional coordinator will provide you with an orientation briefing and related project materials during a scheduled conference at your building site.

The following summarizes the orientation/training information in the enclosed memoranda.

<u>Activity</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>	<u>Staff</u>
Orientation/Training	Oct. 19th	8:45-3:00	Perry Bldg.	Teachers and Aides
Orientation/Training	Oct. 19th	8:45-12:00	Perry Bldg.	Parent Assistants Program Assistants
Specialized Training	Oct. 21st	8:45-3:00	Hillcrest Children's Center	Teachers and Aides

Again, we are most appreciative of your continuing support and assistance.

Approved: _____

Anne W. Pitts

Judine B. Johnson
Deputy Director

Enclosures:

cc: Regional Coordinators and Assistants

182

JBj/apw

Perry Building
October 19, 1976

ORIENTATION AND TRAINING
FOR STELLAR PROJECT IMPLEMENTATION

A G E N D A

9:00 GREETINGS

Mrs. Anne W. Pitts, Executive Director

PART I: ORIENTATION

9:10 PROJECT OVERVIEW: RATIONALE, GOALS, DESIGN, AND EVALUATION

Mrs. Judine B. Johnson, Deputy Director

PART II: TRAINING FOR IMPLEMENTATION

9:40 I. STUDENT/STAFF SELF CONCEPT

Mrs. Dorothy R. Christian, Asst. Coord., Regions II and VI
Mrs. Ann W. Williams, Asst. Coord., Region III
Mrs. Joan A. Thomas, Asst. Coord., Region IV

10:05 II. TEAM TEACHING

Ms. Margie L. Thomas, Coord., Region III
Mrs. Roberta T. Walker, Coord., Region V
Mrs. Barbara D. Simpkins, Asst. Coord., Region V

10:45 BREAK

11:00 III. MATERIAL RESOURCES

Ms. Margie L. Thomas, Coord., Region III
Mrs. Vilma T. Lee, Coord., Region IV

11:30 IV. RECORD KEEPING

Mrs. Mabel M. Brice, Coord., Region I
Mrs. Gloria A. Turner, Coord., Regions II and VI

11:45 QUESTIONS AND ANSWERS

Mrs. Johnson and Staff

LUNCH

1:00 V. STUDENT SELECTION AND SCHEDULING

Mrs. Mabel M. Brice, Coord., Region I
Dr. Phyllis W. Hobson, Coord., Parental Involvement

183

1:45 VI. INDIVIDUALLY PRESCRIBED INSTRUCTION

Mrs. Jeannette A. Gray, Asst. Coord., Region I
Mrs. Jeanne W. Pearson, Coord., Title I Special Education

2:45 QUESTIONS AND ANSWERS
Mrs. Lee and Staff

STELLAR PROJECT ORIENTATION

Goal

to provide background information and increase understanding of the STELLAR Project.

Objectives

Following a 20 minute oral and visual overview, and given pencil and paper, the orientation participants will be able to write:

1. The name of this special Title I project
2. One service that reading teachers felt would improve the reading lab program
3. The percentage of reading skills that at least 50% of the students will master
4. Three characteristics that place many Title I children "at risk" in conventional learning situations
5. The five components of the project
6. The name of the instructional process that staff will use to develop skill mastery
7. The name of the special training agency
8. The type of instrument which will be used to measure the percentage of skills mastered

Fifty percent of the participants will master 70% of the objectives.

ORIENTATION POST-ASSESSMENT

Name _____ Date _____

Directions: Fill in the blank with the correct response.

1. The name of this special project is the _____ Project.
2. One service that reading teachers felt would improve the reading lab program is _____.
3. An important objective of this project is that 50% of the students will master _____ % of the prescriptive reading skills.
4. Three characteristics that place many Title I students "at risk" in conventional learning situations are:
 1. _____
 2. _____
 3. _____
5. The five components of this project are:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
6. _____ will be the process that staff will use to develop skill mastery.
7. _____ will be the special training agency.
8. The type of instrument which will be used to measure the percentage of skills will be a _____ test.

Checker _____

No. objectives mastered: _____ out of 8

SPECIAL ORIENTATION FOR DISTRICT PAC MEETING
November 18, 1976

POST-ASSESSMENT

Trainee's _____ Name _____ School _____

Directions: Read each statement carefully. Then complete the statement by either filling in the blank with the correct word or by circling the correct answer from among those given. Work quickly but accurately.

1. The name of this special project is the _____ Project.
2. One service that reading teachers felt would improve the reading lab program was:
 - a. More textbooks
 - b. Educational aide service in the lab
 - c. Help from music and art teachers
3. An important objective of this project is that 50% of the students will master _____ % of the reading skills.
4. Three characteristics that place many Title I students "at risk" in classroom learning situations are:
 - a. Low self-concept
 - b. Resourcefulness
 - c. Creativity
 - d. Aggressive behavior
 - e. Initiative
 - f. Absenteeism
5. The five components of this project are:
 - a. S _____ (one word)
 - b. C _____ (one word)
 - c. S _____ S _____ T _____ (three words)
 - d. P _____ T _____ (two words)
 - e. S _____ and A _____ (two words)
6. The staff will use a technique called "individually prescribed instruction" to develop skill:
 - a. Interest
 - b. practice
 - c. mastery
7. The special training agency is _____.

8. The type of test which the staff will use to measure the percentage of skills mastered is the:

- a. intelligence test
- b. criterion-referenced test
- c. standardized achievement test

Checker's Name _____

Number objectives mastered: _____ out of 8.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1286 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 27, 1976
LEA #240

MEMORANDUM TO: STELLAR Project Staffs
and Principals of STELLAR Schools

Orientation and training in the use of three Addison Wesley reading programs will be conducted for reading-language teachers and educational aides participating in the STELLAR Project:

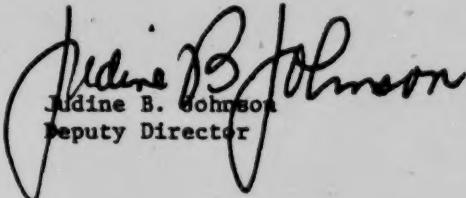
on: Tuesday, November 16, 1976
at: The Perry Building (LEA Office)
1286 Upshur Street, N. W.
from: 9:00 until 3:00
(Bring a bag lunch!)

Training will be provided for the effective use of:

1. The Target Reading Skills Program
2. The Sesame Street/Electric Company Sentence Comprehension Kit
3. The Early Reading Program, authored by P. Platt and B. Winther

The trainer will be Mr. Charles Seldon, consultant to Addison Wesley Publishers.

We look forward to seeing you then.


Judine B. Johnson
Deputy Director

cc: Mrs. Anne Pitts
Regional Coordinators
STELLAR Project Coordinating
Committee

JBj/apw

189

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1226 UPMANU STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

February 28, 1977
LEA #305

MEMORANDUM TO: STELLAR Project Teachers and Aides
Re: Addison-Wesley Workshop

Mr. Charles Seldon, Marketing Manager for Addison-Wesley Publishers, will be in Washington to provide assistance to STELLAR teachers and aides during the second-semester implementation of the three A-W commercial programs.

For this purpose, a half-day workshop will be held:

Thursday, March 10, 1977
9:00 until 12:00 noon
The Educational Media Center, 4th floor

We will need to know your problems, questions, and concerns. These will be the focal points of the workshop. Therefore, please complete the bottom half of this memorandum and send, hand-carry, or phone it in to Mrs. Angelyn Winestock (576-6258) prior to the workshop.

Judine B. Johnson
Judine B. Johnson
Deputy Director

cc: -Mrs. Anne W. Pitts
Principals
Coordinators and Assistants

Name _____ Center _____

I wish the following topics or concerns to be addressed at the March 10th workshop:

1. _____

2. _____

3. _____

189

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1225 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 29, 1976

Memorandum to: Mr. Alex Hyman

From: Margie L. Thomas *MLT*
Vilma Lee *V.L.*

Re: Manipulatives for STELLAR Project
Reading - Language Teachers

Listed below are the twelve (12) schools participating in the STELLAR Project:

Congress Heights
Stanton
Washington Highland
Harris
Richardson
Thomas

Lovejoy
Miner
J.O. Wilson
Meyer
Seaton
Emery.

Please assemble for the above schools the following manipulatives/materials for pick-up by the Reading - Language teachers on November 2, 1976.

Attribute Logic blocks
Puzzles
Colored Counting Cubes
Learning to Learn Through Looking
Scholastic Readers (Grades 1 and 3)

Scholastic Readers
blank cassettes (30-45 min.)
Head sets (at least 2 per lab)
Jacks for Head Sets

Language Patterns
Flow Chart Template (12 per teacher)

Thank you for your continued assistance.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1286 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

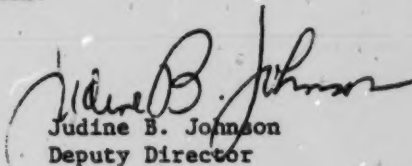
November 5, 1976
LEA #246

MEMORANDUM TO: STELLAR Project Staffs
and Principals of Stellar Schools

A workshop on the use of manipulatives for the development of
perceptual skills has been scheduled for:

Date: Thursday, November 11, 1976
Place: Perry Building
1286 Upshur Street, N. W.
Time: 9:00 A.M until 12:00 Noon

We look forward to seeing you then.


Judine B. Johnson
Deputy Director

cc: Mrs. Anne W. Pitts
Regional Coordinators
Stellar Project Coordinating Committee

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1286 UPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

STELLAR PROJECT STAFF INSERVICE TRAINING

November 11, 1976

AGENDA

Presiding: Ms. Margie Thomas
Title I Coordinator, Region III

9:10 PERCEPTUAL SKILLS DEVELOPMENT: RATIONALE AND PERSPECTIVES

Mrs. Audrey Jones
Staff Development Resource Teacher
Office of Special Education
Reno Administration Building

9:45 ACTIVITIES AND EXPERIENCES TO DEVELOP PERCEPTUAL SKILLS IN READING

Mrs. Jeannette Austin Gray
Title I Assistant Coordinator, Region I

Topics:

Teaching Talk with Scribble Writing (Visual)
Patterns in Sounds (Auditory/Visual)
Remembering Ideas in the Proper Order (Auditory)
Perception of Patterns (Visual)
Learning to Write the Letters (Visual)

10:15 STATION BREAK Mrs. Vilma L. Lee
Title I Coordinator, Region IV

Filmstrips: "Basic Visual Perceptions: Color, Form, Size"
"Perception of Sound"
"Perception of Sequence"
"Perception of Spatial Relationships"

Teaching Resources Corporation

- 10:45 CENTER ACTIVITIES FOR KINESTHETIC PERCEPTION SKILLS DEVELOPMENT
Mrs. Effie Gaines
STELLAR Project Reading-Language Teacher
J.O. Wilson Elementary School
- 11:10 CENTER ACTIVITIES FOR AUDITORY PERCEPTION SKILLS DEVELOPMENT
Mrs. Yvonne Thorne
STELLAR Project Reading-Language Teacher
Seaton Elementary School
- 11:35 ADMINISTRATION OF STELLAR PROJECT PRE-ASSESSMENT
MEASURES: Self-Concept, Oral Language, and Written Language
Mrs. Judine Johnson
Deputy Director

MEMORANDUM

MEMORANDUM

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
415-12th Street, N.W.
Washington, D.C. 20004

March 18, 1977

Date _____

Originators Serial Number LEA #321

Retention Date _____

TO: Principals, Title I Schools, Region V
Reading Resource Teachers
Program Assistants

FROM: Roberta T. Walker, Regional Coordinator (R.T.W.)
Barbara D. Simpkins, Ass't. Regional Coordinator B.D.S.

Referral Document _____

SUBJECT: "STELLAR" DEMONSTRATION/WORKSHOP FOR READING RESOURCE TEACHERS, REGION V

There will be a demonstration/workshop in the implementation
of the "STELLAR" reading program on:

Wednesday, March 23, 1977
Seaton Elementary School
10th and Rhode Island Ave., N. W.
9:00 a.m. to 12:00 noon

Mrs. Yvonne Thorne and other members of the Seaton STELLAR
team will demonstrate with their students. This will be followed by
an "Interaction Session."

All reading resource teachers of Region V are kindly requested to
attend.

Region V principals and Title I coordinators are cordially
invited.

Thank you for your cooperation and support.

cc: Mrs. Anne W. Pitts
Mrs. Judine B. Johnson
Regional Coordinators/Assistant Regional Coordinators

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1336 UPHOLSTREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

March 23, 1977

STELLAR DAY
Seaton Elementary School

Principal-----Mr. Stewart L. Henley
Assistant Principal-----Ms. Martha D. Anderson
Presiding-----Mrs. Maxi J. Wooten

9:00 - 9:30 What's It All About! (Stellar)

- A. Characteristics of a Stellar Student
- B. Cycle I and II
- C. Curriculum
- D. Prescriptions for Stellar Students

- 1. PPT
- 2. Student Form
- 3. Hardware and Kits
- 4. Supplementary Materials
- 5. Project "Try"
- 6. Special Projects

10:15 - 10:30 Questions and Answers

10:30 - 10:45 Break

10:50 - 11:40 Stellar in Action - Observe a Stellar Class at work

11:45 - 12:00 Remarks and Comments - Mrs. Roberta Walker & Mrs. Barbara Simpkins
Title I Regional Coordinator/Ass't. Coordinator
Region V

195

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1888 UPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR

E.S.E.A., TITLE I

Office of the Regional Coordinators
Draper Elementary School, D-3

April 20, 1977

LEA Memo #335

Memorandum to: Principals of Title I Schools - Region 1
Reading Resource Teachers
Program Assistants

From: Mrs. Mabel M. Brice, Regional Coordinator *m.m.B.*
Mrs. Jeannette A. Gray, Asst. Regional Coordinator *JAG.*

Subject: Stellar Demonstration/Workshop for Reading Resource
Teachers - Region 1

There will be a demonstration/workshop in the implementation of
the Stellar reading program on: Thursday, May 5, 1977
Congress Heights Elementary School
6th and Alabama Ave., S.E.
9:30 a.m. until 12:00 noon

Mrs. Annie Staton and other members of the Congress Heights
Stellar Team will demonstrate with their students. This will be
followed by an "Interaction Session".

All reading resource teachers of Region 1 are kindly requested to
attend. Region 1 Principals are also invited. Thank you for your
cooperation and support.

MMB/JAG/jag

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1555 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

December 17, 1976
LEA #265

MEMORANDUM TO: STELLAR Project Principals
and Reading-Language Teachers

Re: Addison-Wesley Correlations

The attached is the correlation of the PRT reading skills with the Addison-Wesley Target Reading Program (Red, Yellow, and Blue) and the Sesame St./Electric Company Program. The Big Boy Books were omitted because it was felt they were too limiting.

The correlations were performed by Marlene Baron, consultant, and were verified by Charles Seldon, Marketing Manager.

In using the correlation, please be reminded of the following:

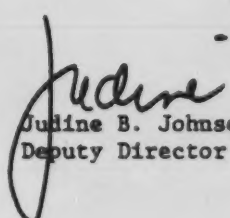
1. The purpose is to suggest the best lessons for supporting the PRT
2. Other Target and Electric Company tape lessons that are not correlated should also be considered for use
3. The "comments" column is for additional notations

It is hoped that the correlation will be of practical utility. I would suggest you record your reactions of its usefulness and include this in your documental file.

My sincerest wishes for a pleasant Holiday season and a most profitable and prosperous New Year.

Attachment

cc: Mrs. Pitts
Mrs. Brice
Mrs. Turner
Ms. Thomas
Mrs. Lee
Mrs. Walker


Judine B. Johnson
Deputy Director

197



ADDISON-WESLEY PUBLISHING COMPANY

SAND HILL ROAD, MENLO PARK, CALIFORNIA 94025

(415) 854-0300

December 13, 1976

Ms. Judine B. Johnson
Deputy Director
Public Schools of the District of Columbia
Title I Comprehensive Program
Local Education Agency
1286 Upshur Street, N.W.
Washington, D.C. 20011

Dear Judine:

Enclosed are the original and 5 extra copies of the Stellar/Addison-Wesley correlation. It was prepared by Marlene Baron, our consultant, and checked by me, your fine-feathered friend.

We left off the Big Boy books because we felt that the correlation would be too limiting.

In using this correlation, remind teachers that

- (a) The idea is to suggest the best lessons for supporting PRT,
- (b) Other Target and Electric Company tape lessons not correlated should be considered for use as well, and
- (c) The "Comments" column is for additional notation on the material.

Hope you like this.

Yours truly,

Charles J. Selden
Marketing Manager

CJS/im

cc: Marlene Baron
Bill Delaney
George Mangus



STELLAR PROJECT CORRELATION TO ADDISON-WESLEY MATERIALS

Level A (Grade 1):

	Red	Yellow	Blue	Electric Company	Comment
AUDITORY PERCEPTION					
<u>Spoken Words/Pictures</u>					
<u>Rhyme Words</u>	3-4				
<u>Word Sounds</u>	5-12				
<u>Beginning Sounds</u>	27, 28, 33, 34	3-10			
<u>Final Sounds</u>	27, 28, 35, 36	3-10			
<u>Medial Sounds</u>	31, 32	7-10			
<u>Syllables/Numbers</u>			33		
VISUAL PERCEPTION					
<u>Differences in Shapes/Pictures</u>					
<u>Match Capital/Lower Case Letters</u>	19-20				
<u>Letter Forms/Word Forms</u>	21-24				
COMPREHENSION DEVELOPMENT					
<u>Complete Sentences</u>				1	
<u>Missing Word</u>					
<u>Main Ideas</u>					
<u>Recall Details</u>					
<u>Related Ideas</u>				7, 8	
<u>Sequence/Series</u>				6	
<u>Sequence/Selected Event</u>				6	
<u>Inferences</u>					
<u>Irrelevant Words</u>					199
<u>Drawing Conclusions</u>					
<u>Inflectional Endings</u>			7, 8, 11, 12		

Level B (Grade 2):

WORD PERCEPTION

Letter Identification

Vowels

Words/Similar Configuration

Context/Complete Sentence

Beginning Consonant Sounds

Medial/Final Consonant Sounds

Initial/Final Consonant Substitution

Consonant Blends/Substitution

Consonant Digraphs

Affixes

Words/Medial Short Vowel Sounds

Vowel Patterns

Word Endings: -er

COMPREHENSION AND INTERPRETATION

Prove/Disprove Statements

Theme

Literal Meaning

Relating Phrases/Story

Identify Details

Inference

Multimeaning Words

Relevant/Irrelevant,
Concrete/Abstract

Sequence

Predicting Outcomes

Cause/Effect

Character's Feelings

Author's Purpose

Sensory Imagery

Analogy

Idioms -- Figurative/Language

Story -- Factual/Fanciful

Punctuation Marks

Evaluate Accuracy of Illustrations

Red

Yellow

Blue

Electric
Company

Comment

13-20

21-24

1-8

27-28

3-10

29-30

7-10

27-30

15-22

13-16

19

4,6,7

6

7

200

Level B (Grade 2) Cont'd:

	Red	Yellow	Blue	Electric Company	Comment
Story Problem/Alternate Solutions					
Title/Explanation					
Main Idea					
Characterization -- Person/Situation					
STUDY READING					
Summary					
Picture Dictionary/Consonants					
Table of Contents/Page Numbers					
Table of Contents/Titles					
Information from Pictographs					
Following Directions					
Picture Dictionary/Vowels					
Table of Contents/Inclusive Pages					
Following Directions/Two-Step					

Level C (Grade 3):

WORD PERCEPTION

	Red	Yellow	Blue	Electric Company	Comment
Words/Medial Short Vowel Sounds		13-16			
Vowel Patterns					
Vowel Digraphs		33-37			
Word Endings: Final y					
Word Endings: -er			19		
Contractions			29-30		
Compound Words			5-6		
Homonyms					
Phonetic Principle/ Structural Analysis					
R-Controlled Vowel					
Adjective Forms				4	
Syllabication			33-38		
Silent Letters					
COMPREHENSION AND INTERPRETATION					
Title/Explanation					
Main Idea					
Character Traits					
Character Action					
Characters -- Compare/Contrast					
Characterization -- Person/Situation					
Cause/Effect				7	
Story Titles					
Literal Meaning					
Relationships				6,7,8	
Compare/Contrast				8	
Anticipate Outcomes					
Conclusions					
STUDY READING					
Picture Dictionary/Vowels					
Alphabetize/First Letters					202
Word Meanings					

Level C (Grade 3) Cont'd:

	Red	Yellow	Blue	Electric Company	Comment
<u>Table of Contents/Inclusive</u>					
<u>Cardinal Directions</u>					
<u>Locating Information</u>					
<u>Following Directions/Two-Steps</u>					
<u>Identify Books/Topic</u>					
<u>Alphabetize/Two Letters</u>					
<u>Multiple Meanings</u>					
<u>Table of Contents</u>					
<u>Intermediate Directions</u>					
<u>Book Titles</u>					

APPENDIX C
INDIVIDUALLY PRESCRIBED INSTRUCTION

ESEA TITLE I PROGRAM
Public Schools of the District of Columbia

STELLAR PROJECT STUDENT DP-FORM
FISCAL YEAR 1977

Name _____ Cycle _____

I.D. No. _____ I Rank _____ Grade Level _____

Staff _____ School _____

1.0 Learning Objective: Level _____ Subarea _____ Number _____

Learning Prescription: _____

Mastery: Achieved? _____

Assessment Method _____ Date _____

Comments and Recommendations: _____

2.0 Learning Objective: Level _____ Subarea _____ Number _____

Learning Prescription: _____

Mastery: Achieved? _____

Assessment Method _____ Date _____

Comments and Recommendations: _____

TABLE 1
PRT ITEM ANALYSIS BY BEHAVIORAL OBJECTIVES
LEVEL A

OBJECTIVE	CRITERION	ITEMS
AUDITORY PERCEPTION		
1. The student will be able to associate spoken words with pictures. (Spoken Words/Pictures)	3	1, 2, 3, 4
2. The student will be able to identify words that rhyme. (Rhyme Words)	2	5, 6
3. The student will be able to note likenesses and differences in the sounds of words. (Word Sounds)	2	7, 8
4. The student will be able to discriminate between the beginning sounds of oral words. (Beginning Sounds)	2	9, 10, 11
5. The student will be able to discriminate between the final sounds of oral words. (Final Sounds)	2	12, 13, 14
6. The student will be able to identify medial sounds in oral words. (Medial Sounds)	2	15, 16, 17
7. The student will be able to identify the number of syllables in oral words. (Syllables/Number)	2	18, 19
VISUAL PERCEPTION		
8. The student will be able to recognize differences in shapes and differences in pictures. (Differences in Shapes/Pictures)	2	26, 27
9. The student will be able to match capital letters to corresponding lowercase letters. (Matching Capital/Lowercase Letters)	5	20, 21, 22, 23, 24, 25
10. The student will be able to discriminate between letter forms and word forms. (Letter Forms/Word Forms)	5	28, 29, 30, 31, 32, 33
COMPREHENSION DEVELOPMENT		
11. The student will be able to recognize a complete sentence. (Complete Sentences)	2	48, 49, 50
12. The student will be able to supply the missing word in an oral sentence, using word order as a clue to meaning. (Missing Word)	2	59, 60
13. The student will be able to recognize the main idea of a poem or story. (Main Ideas)	2	53, 54
14. The student will be able to recall the details of a poem or story. (Recall Details)	2	42, 43, 44
15. The student will be able to associate related ideas. (Related Ideas)	2	34, 35, 36
16. The student will be able to identify pictures showing the sequence of events of a story or rhyme. (Sequence/Series)	2	51, 52
17. The student will be able to identify the event which occurred at a specified time in a story. (Sequence/Selected Event)	2	40, 41
18. The student will be able to make inferences from an oral story or poem. (Inferences)	2	57, 58

OBJECTIVE	CRITERION	ITEMS
Comprehension Development cont.		
19. The student will be able to identify the word that does not belong in an oral sentence. (Irrelevant Words)	2	55, 56
20. The student will be able to draw a conclusion about an oral story by selecting a picture that illustrates the most probable concluding event. (Drawing Conclusions)	2	45, 46, 47
21. The student will be able to recognize the inflectional endings, -s, -d, -ed, or -ing, in oral words. (Inflectional Endings)	2	37, 38, 39

TABLE 2

PRT ITEM ANALYSIS BY BEHAVIORAL OBJECTIVES
LEVEL B

OBJECTIVE	CRITERION	ITEMS
WORD PERCEPTION		
1. The student will be able to identify the letters of the alphabet in random and sequential order. (Letter Identification)	5	1, 2, 3, 4, 5, 6
2. The student will be able to identify a, e, i, o, and u as vowels. (Vowels)	1	7
3. The student will be able to discriminate between words with similar configuration. (Words/Similar Configuration)	2	8, 9, 10
4. The student will be able to use context to choose the appropriate word to complete a sentence. (Context/Complete Sentence)	2	11, 12, 13
5. The student will be able to associate beginning consonant sounds with the printed symbols that represent the sounds. (Beginning Consonant Sounds)	2	14, 15, 16
6. The student will be able to associate medial and final consonant sounds with the printed symbols which represent the sounds. (Medial/Final Consonant Sounds)	2	17, 18, 19
7. The student will be able to make new words by substituting specified initial or final consonants. (Initial/Final Consonant Substitution)	2	20, 21, 22
8. The student will be able to make new words by substituting specified consonant blends. (Consonant Blends/Substitution)	2	23, 24, 25
9. The student will be able to read phonetically regular words which contain the consonant digraphs sh, ch, th, wh, or ng. (Consonant Digraphs)	3	26, 27, 28
10. The student will be able to read words to which the affixes, -s, -es, -d, -ed, or -ing, have been added. (Affixes)	3	29, 30, 31
11. The student will be able to read phonetically regular, monosyllabic words which have medial, short vowel sounds. (Words/Medial, Short Vowel Sounds)	2	32, 33, 34
12. The student will be able to read phonetically regular, monosyllabic words in the three common long vowel patterns: final vowel, two vowels together, vowel-consonant-final e. (Vowel Patterns)	2	35, 36, 37
13. The student will be able to read phonetically regular words ending in er. (Word Endings/er)	2	38, 39
COMPREHENSION AND INTERPRETATION		
14. The student will be able to prove or disprove statements based on a reading selection. (Prove/Disprove Statements)	2	40, 41, 42
15. The student will be able to identify theme, using a story title, a book title, or a title of a unit of stories. (Theme)	2	43, 44
16. The student will be able to recognize the literal meaning of a reading passage. (Literal Meaning)	2	50, 51
17. The student will be able to choose which phrase relates to a story. (Relating Phrases/Story)	2	45, 46

OBJECTIVE	CRITERION	ITEMS
Comprehension and Interpretation cont.		
18. The student will be able to identify details of a reading passage. (Identify Details)	2	47, 48, 49
19. The student will be able to answer questions about implied components of a story. (Inference)	2	52, 53
20. The student will be able to use context to choose the appropriate meaning of a multimeaning word. (Multimeaning Words)	2	54, 55, 56
21. The student will be able to identify relevant and irrelevant or concrete and abstract words, phrases, or sentences in a story. (Relevant/Irrelevant, Concrete/Abstract)	5	57, 58, 59, 60, 61, 62
22. The student will be able to recognize the sequence of events in a story. (Sequence)	2	63, 64, 65
23. The student will be able to anticipate or predict what is to follow a specific situation in a story. (Predicting Outcomes)	2	66, 67
24. The student will be able to link cause and effect. (Cause/Effect)	2	68, 69
25. The student will be able to interpret a story character's feelings. (Character's Feelings)	2	70, 71
26. The student will be able to identify the author's purpose. (Author's Purpose)	2	72, 73
27. The student will be able to recognize sensory imagery. (Sensory Imagery)	2	74, 75
28. The student will be able to complete an analogy. (Analogy)	2	76, 77
29. The student will be able to interpret idiomatic expressions and figurative language. (Idioms/Figurative Language)	2	83, 84
30. The student will be able to tell if a story is factual or fanciful. (Story/Factual - Fanciful)	2	78, 79
31. The student will be able to use punctuation marks as clues to comprehension and interpretation. (Punctuation Marks)	2	80, 81, 82
32. The student will be able to evaluate the accuracy of illustrations by comparing the size, color, or characteristics of objects in real life to those illustrated. (Evaluate Accuracy of Illustrations)	2	85, 86, 87
33. The student will be able to identify other means by which a story problem could be solved. (Story Problem/Alternate Solutions)	2	88, 89
34. The student will be able to choose an explanation of a title of a book, story, or unit of stories. (Title/Explanation)	2	90, 91
35. The student will be able to identify the main idea of a selection. (Main Idea)	2	92, 93
36. The student will be able to choose the word that best characterizes a person or a situation in a story. (Characterization/Person - Situation)	2	94, 95
STUDY-READING		
37. The student will be able to choose the sentence which summarizes a story or passage. (Summary)	2	96, 97, 98
38. The student will be able to use initial consonants to locate words in a picture dictionary. (Picture Dictionary/Consonants)	2	99, 100, 101
39. The student will be able to use a table of contents to locate stories by page number. (Table of Contents/Page Numbers)	2	108, 109, 110

OBJECTIVE	CRITERION	ITEMS
Study-Reading cont.		
40. The student will be able to use a table of contents to locate stories by title. (Table of Contents/Titles)	2	111, 112
41. The student will be able to get information from pictographs. (Information from Pictographs)	2	115, 116
42. The student will be able to read and follow simple directions. (Following Directions)	2	105, 106, 107
43. The student will be able to identify words that begin with vowels in a picture dictionary. (Picture Dictionary/Vowels)	2	102, 103, 104
44. The student will be able to use a table of contents to locate stories and their inclusive pages. (Table of Contents/Inclusive Pages)	2	113, 114
45. The student will be able to read and follow two-step directions. (Following Directions/Two-Step)	2	117, 118

TABLE 3

PRT ITEM ANALYSIS BY BEHAVIORAL OBJECTIVES
LEVEL C

OBJECTIVE	CRITERION	ITEMS
WORD PERCEPTION		
1. The student will be able to read phonetically regular, monosyllabic words which have medial, short vowel sounds. (Words/Medial, Short Vowel Sounds)	2	1, 2, 3
2. The student will be able to read phonetically regular, monosyllabic words in the three common long vowel patterns: final vowel, two vowels together, vowel-consonant-final e. (Vowel Patterns)	2	4, 5, 6
3. The student will be able to read phonetically regular words which contain vowel digraphs. (Vowel Digraphs)	2	7, 8, 9
4. The student will be able to read phonetically regular words with final y endings. (Word Endings/Final y)	2	10, 11, 12
5. The student will be able to read phonetically regular words ending in er. (Word Endings/er)	2	13, 14, 15
6. The student will be able to match a contraction with a word pair. (Contractions)	2	16, 17, 18
7. The student will be able to recognize compound words. (Compound Words)	2	19, 20, 21
8. The student will be able to choose the correct homonym to complete a sentence. (Homonyms)	2	22, 23, 24
9. The student will be able to apply phonetic principles or structural analysis skills in combination with context clues to read words. (Phonetic Principles/Structural Analysis)	2	25, 26, 27, 28, 29, 30
10. The student will be able to indicate words that contain the same r-controlled vowel sounds. (R-Controlled Vowel)	2	36, 37, 38
11. The student will be able to choose the positive, comparative, or superlative forms of adjectives to complete a sentence. (Adjective Forms)	2	31, 32, 33
12. The student will be able to identify a correctly divided, two syllable word in an open syllable pattern (v/cv - be/fore), a closed syllable pattern (vc/cv - but/ton), or in which the /s is preceded by a consonant (ts/ble). (Syllabication)	2	42, 43, 44
13. The student will be able to identify the silent letters within given words. (Silent Letters)	2	39, 40, 41
COMPREHENSION AND INTERPRETATION		
14. The student will be able to choose an explanation of a title of a book, story, or unit of stories. (Title/Explanation)	2	45, 46, 47
15. The student will be able to identify the main idea of a selection. (Main Idea)	2	48, 49, 50
16. The student will be able to identify or evaluate character traits. (Character Traits)	2	51, 52, 53
17. The student will be able to evaluate character action. (Character Action)	2	60, 61, 62

OBJECTIVE	CRITERION	ITEMS
Comprehension and Interpretation cont.		
18. The student will be able to compare and contrast story characters. (Characters/Compare — Contrast)	2	63, 64, 65
19. The student will be able to choose the word that best characterizes a person or a situation in a story. (Characterization/Person — Situation)	2	54, 55, 56
20. The student will be able to identify cause and effect relationships. (Cause/Effect)	3	57, 58, 59, 69
21. The student will be able to choose the best title for a story. (Story Titles)	2	79, 80, 81
22. The student will be able to answer questions or complete sentences about the literal meaning of a reading passage. (Literal Meaning)	2	66, 67, 68
23. The student will be able to identify analogous relationships. (Relationships)	2	34, 35
24. The student will be able to compare and contrast elements within a story. (Compare/Contrast)	2	70, 71, 72
25. The student will be able to anticipate the outcome of an event or situation. (Anticipate Outcomes)	2	73, 74, 75
26. The student will be able to draw conclusions by choosing the best conclusion or identifying clues leading to a conclusion. (Conclusions)	2	76, 77, 78

STUDY-READING

27. The student will be able to identify words that begin with vowels in a picture dictionary. (Picture Dictionary/Vowels)	2	82, 83, 84
28. The student will be able to alphabetize familiar words by the first letter. (Alphabetize/First Letters)	3	85, 86, 87, 88, 89
29. The student will be able to identify appropriate meanings of words in sentences. (Word Meanings)	2	90, 91, 92
30. The student will be able to use a table of contents to locate stories and their inclusive pages. (Table of Contents/Inclusive Pages)	2	93, 94, 95
31. The student will be able to use cardinal directions (north, south, east, west) to locate places on a simple map. (Cardinal Directions)	4	96, 97, 98, 99
32. The student will be able to use semipictorial, graphic materials to locate information. (Locating Information)	2	100, 101, 102
33. The student will be able to read and follow two-step directions. (Following Directions/Two-Step)	2	103, 104, 105
34. The student will be able to identify books that have been classified according to topic. (Identify Books/Topic)	2	106, 107, 108
35. The student will be able to alphabetize words to the second letter by choosing the correct word to fall between two guide words or by indicating that a word is out of alphabetical order. (Alphabetize/Two Letters)	2	115, 116, 117
36. The student will be able to use a dictionary to identify which meaning of a word has been used in a sentence. (Multiple Meanings)	2	113, 114
37. The student will be able to use a table of contents to locate titles for groups of stories or to locate stories within a group. (Table of Contents)	2	111, 112

OBJECTIVE	CRITERION	ITEMS
Study-Reading cont.		
38. The student will be able to identify intermediate directions (northeast, northwest, southeast, southwest) by locating places on maps. (Intermediate Directions)	2	118, 119, 120
39. The student will be able to locate books that have been classified according to title by matching book titles with general topics. (Book Titles)	2	109, 110

TABLE 1

PMT ITEM ANALYSIS BY BEHAVIORAL OBJECTIVES
LEVEL A

OBJECTIVE	CRITERION	ITEMS
SETS AND NUMBERS		
<u>Set of Whole Numbers</u>		
1. The student will be able to identify equivalent or nonequivalent sets containing 10 or fewer members. (Equivalent/Nonequivalent Sets)	2	1, 2
2. The student will be able to identify the number property of a set containing 10 or fewer members. (Cardinality)	2	3, 4
3. The student will be able to identify or count the number property of a set containing 100 or fewer members. (Cardinality - Grouped)	2	5, 6
4. The student will be able to compare two numbers, 0-50, using the expressions, "is greater than," "is equal to," or "is less than." (Greater Than/Equal To/Less Than)	2	7, 8
5. The student will be able to compare two numbers, 0-50, using the "is equal to" (=) or the "is not equal to" ($\neq$) symbol. ($=/\neq$)	2	9, 10
6. The student will be able to identify any specified subset of a given set. (Subsets)	2	11, 12
7. The student will be able to identify the ordinal numbers, first through tenth. (Ordinal Numbers)	2	13, 14
8. The student will be able to name the number that comes before or after any number, 1-10. (Order of Numbers)	2	15, 16
9. The student will be able to identify the number that comes between two given numbers, 0-10, to form a set of three consecutive whole numbers. (Betweenness)	2	17, 18
<u>Set of Rational Numbers</u>		
10. The student will be able to identify equivalent parts of a whole: halves, thirds, or fourths. (Equivalent Parts of a Whole - Halves/Thirds/Fourths)	2	19, 20
11. The student will be able to identify one-half, one-third, or one-fourth of a whole. ($\frac{1}{2}/\frac{1}{3}/\frac{1}{4}$ of a Whole)	2	21, 22
12. The student will be able to identify equivalent parts of a set of 12 or fewer members: halves or fourths. (Equivalent Parts of a Set - Halves/Fourths)	2	23, 24
13. The student will be able to identify one-half or one-fourth of a set of 12 or fewer members. ($\frac{1}{2}/\frac{1}{4}$ of a Set)	2	25, 26
14. The student will be able to identify the numerals $\frac{1}{2}$ or $\frac{1}{4}$. (Identify $\frac{1}{2}/\frac{1}{4}$)	2	27, 28
NUMERATION		
15. The student will be able to associate numerals with points on a number line. (Number Line)	2	33, 34
16. The student will be able to identify any numeral, 0-100. (Numerals)	2	29, 30

OBJECTIVE	CRITERION	ITEMS
Numeration cont.		
17. The student will be able to read the word names for numbers, 0-10. (Numbers — Word Names)	2	31, 32
18. The student will be able to identify sets of 10 members. (Sets of 10)	2	35, 36
19. The student will be able to identify the place value of either digit in a two-digit numeral. (Place Value)	2	37, 38
20. The student will be able to identify different names for the same number, 0-10. (Different Names for a Number)	2	39, 40

OPERATIONS AND THEIR PROPERTIES

21. The student will be able to join two disjoint sets to form a new set. (Union)	2	41, 42
22. The student will be able to identify the number property of each of two disjoint sets as an addend, or the number property of the set formed by joining them as a sum. (Number Property — Joining Sets)	2	43, 44
23. The student will be able to add two one-digit numbers using both the vertical and the horizontal formats. (Add — Two 1-Digit)	2	45, 46
24. The student will be able to make true number sentences using the symbols +, —, or =. (True Number Sentences +/—/=)	2	47, 48
25. The student will be able to identify the number property of a given set or of one of two subsets formed when the given set is separated. (Number Property — Separating Sets)	2	49, 50
26. The student will be able to determine how many members must be joined to a given set to make a specified set. (Joining Sets)	2	51, 52
27. The student will be able to subtract a one-digit number from a sum of 10 or less, using both the vertical and horizontal formats. (Subtract — 1-Digit from 10 or Less)	2	53, 54
28. The student will be able to find sums, using zero as one of the addends. (Zero as an Addend)	2	55, 56
29. The student will be able to identify the property of zero in addition. (Zero — Identity Element)	2	57, 58
30. The student will be able to identify the commutative or associative property of addition. (Commutative/Associative Property — Addition)	2	59, 60
31. The student will be able to add up to four one-digit numbers with sums 0-10. (Add — Four 1-Digit)	2	61, 62
32. The student will be able to add two two-digit numbers, without regrouping. (Add — Two 2-Digit, no regrouping)	2	63, 64
33. The student will be able to subtract a two-digit number from a two-digit number. (Subtract — Two 2-Digit)	2	65, 66

PROBLEM SOLVING

34. The student will be able to solve a word problem that is given orally. (Solve Oral Word Problem)	2	67, 68
35. The student will be able to identify an open or closed number sentence for a given problem. (Identify Open/Closed Sentence)	2	69, 70
36. The student will be able to solve an open number sentence in which a frame holds the place of the sum or an addend. (Solve Open Sentence — Addition)	2	71, 72

OBJECTIVE	CRITERION	ITEMS
MEASUREMENT		
37. The student will be able to identify instruments of measurement and use the related vocabulary. (Instruments of Measure)	2	79, 80
38. The student will be able to identify the time, hour or half-hour, as shown on a clock face. (Clock - Hour/Half-Hour)	2	73, 74
39. The student will be able to identify a set of 12 members as a dozen. (Set of 12 - Dozen)	2	81, 82
40. The student will be able to identify units of liquid measure: cup, half-pint, pint, quart, half-gallon, or gallon. (Liquid Measure)	2	83, 84
41. The student will be able to identify coins: penny, nickel, dime, or quarter. (Coins)	2	75, 76
42. The student will be able to read money expressions in which the cent symbol (c) is used. (Read Money Expressions)	2	77, 78
GEOMETRIC CONCEPTS		
43. The student will be able to identify shapes: square, triangle, rectangle, or circle. (Square/Triangle/Rectangle/Circle)	2	85, 86
44. The student will be able to identify a line or a line segment. (Line/Line Segment)	2	87, 88
45. The student will be able to locate a point on a number line. (Point on a Number Line)	2	89, 90

TABLE 2
PMT ITEM ANALYSIS BY BEHAVIORAL OBJECTIVES
LEVEL B

OBJECTIVE	CRITERION	ITEMS
SETS AND NUMBERS		
<u>Set of Whole Numbers</u>		
1. The student will be able to identify the number property of a set containing 200 or fewer members. (Cardinality)	2	1, 2
2. The student will be able to name the number that comes before or after any number, 0-100. (Order of Numbers)	2	3, 4
3. The student will be able to identify the number that comes between two given numbers, 0-100, to form a set of three consecutive whole numbers. (Betweenness)	2	5, 6
4. The student will be able to identify sets of odd or even numbers. (Odd/Even Numbers)	2	7, 8
5. The student will be able to identify the missing number in a sequence. (Number Sequences)	2	9, 10
6. The student will be able to determine the cardinality of a set of 1,000 or fewer members, when the members are already grouped. (Cardinality - Grouped)	2	11, 12
7. The student will be able to compare two numbers, 0-200, using the expressions, "is greater than," "is equal to," or "is less than." (Greater Than/Equal To/Less Than)	2	13, 14
8. The student will be able to compare two numbers, 0-200, using the symbols $>$, $=$, or $<$. ($>= <$)	2	15, 16
9. The student will be able to compare the sum of two given numbers or the difference between two given numbers with another number, 0-10, using the symbols $>$, $=$, or $<$. (Sums/Differences $>= <$)	2	17, 18
10. The student will be able to compare the sum of two given numbers or the difference between two given numbers with another number, 0-10, using the symbols $=$ or $\neq$. (Sums/Differences $= \neq$)	2	19, 20
11. The student will be able to identify the ordinal numbers, first through thirty-first. (Ordinal Numbers)	2	21, 22
<u>Set of Rational Numbers</u>		
12. The student will be able to identify equivalent parts of a whole: thirds, sixths, or eighths. (Equivalent Parts of a Whole - Thirds/Sixths/Eighths)	2	23, 24
13. The student will be able to identify one-third, one-sixth, or one-eighth of a whole. ($\frac{1}{3}/\frac{1}{6}/\frac{1}{8}$ of a Whole)	2	25, 26
14. The student will be able to identify equivalent parts of a set of 12 or fewer members: fourths. (Equivalent Parts of a Set - Fourths)	2	27, 28
15. The student will be able to identify one-fourth of a set of 12 or fewer members. ($\frac{1}{4}$ of a Set)	2	29, 30
16. The student will be able to identify the numeral $\frac{1}{3}$, $\frac{1}{6}$, or $\frac{1}{8}$. (Identify - $\frac{1}{3}/\frac{1}{6}/\frac{1}{8}$)	2	31, 32

OBJECTIVE	CRITERION	ITEMS
NUMERATION		
17. The student will be able to identify any numeral, 0-999. (Numerals)	2	33, 34
18. The student will be able to identify sets of 100 members. (Sets of 100)	2	35, 36
19. The student will be able to name the place value of any digit in a three-digit numeral. (Place Value)	2	37, 38
20. The student will be able to identify any two- or three-digit numeral in expanded notation. (Expanded Notation)	2	39, 40
21. The student will be able to rename any two- or three-digit numeral as tens and ones. (Renaming Numerals)	2	41, 42
22. The student will be able to identify different names for the same number, 0-18. (Different Names for a Number)	2	43, 44
OPERATIONS AND THEIR PROPERTIES		
23. The student will be able to add two one-digit numbers using both the vertical and the horizontal formats. (Add - Two 1-Digit)	2	61, 62
24. The student will be able to make true number sentences using the symbols +, -, or =. (True Number Sentences +/=/=)	2	45, 46
25. The student will be able to identify the number property of a given set or of one of two subsets formed when the given set is separated. (Number Property - Separating Sets)	2	47, 48
26. The student will be able to determine how many members must be joined to a given set to make a specified set. (Joining Sets)	2	49, 50
27. The student will be able to subtract a one-digit number from a sum of 18 or less, using both the vertical and horizontal formats. (Subtract - 1-Digit from 18 or Less)	2	77, 78
28. The student will be able to identify an illustration of a given addition or subtraction example on a number line. (Addition/Subtraction - Number Line)	2	59, 60
29. The student will be able to identify number sentences that illustrate the commutative or associative property of addition. (Commutative/Associative Property - Addition)	2	57, 58
30. The student will be able to add any one-digit number to the number 10. (Add - 1-Digit to 10)	2	65, 66
31. The student will be able to add three or four one-digit numbers. (Add - Three/Four 1-Digit)	2	63, 64
32. The student will be able to add a one-digit number to a two-digit number, without regrouping. (Add - 1-Digit to 2-Digit, no regrouping)	2	67, 68
33. The student will be able to add two two-digit numbers. (Add - Two 2-Digit)	2	69, 70
34. The student will be able to subtract a one-digit or two-digit number from a two-digit number. (Subtract - 1- or 2-Digit from 2-Digit)	2	79, 80
35. The student will be able to add up to four two-digit numbers. (Add - Four 2-Digit)	2	71, 72
36. The student will be able to add two three-digit numbers. (Add - Two 3-Digit)	2	73, 74
37. The student will be able to subtract a one-, two-, or three-digit number from a three-digit number. (Subtract - 1-, 2-, or 3-Digit from 3-Digit)	2	81, 82

OBJECTIVE	CRITERION	ITEMS
Operations and Their Properties cont.		
38. The student will be able to add a one- or two-digit number to a two-digit number, with regrouping. (Add - 1- or 2-Digit to 2-Digit)	2	75, 76
39. The student will be able to subtract a one-digit or a two-digit number from a two-digit number, with regrouping. (Subtract - 1- or 2-Digit from 2-Digit)	2	83, 84
40. The student will be able to join disjoint sets of 12 or fewer members, having the same number property, to form a new set. (Union of Sets)	2	51, 52
41. The student will be able to separate sets of 4, 6, 8, 9, 10, or 12 members into subsets having the same number property. (Disjoint Sets)	2	53, 54
PROBLEM SOLVING		
42. The student will be able to solve a written word problem. (Solve Word Problem)	2	85, 86
43. The student will be able to identify an open or closed number sentence for a given problem. (Identify Open/Closed Sentence)	2	87, 88
44. The student will be able to solve an open number sentence in which a frame holds the place of the sum or an addend. (Solve Open Sentence - Addition)	2	55, 56
MEASUREMENT		
45. The student will be able to identify the time as shown on a clock face in five-, fifteen-, or thirty-minute intervals. (Clock - 5-/15-/30-Minute Intervals)	2	89, 90
46. The student will be able to identify units of liquid measure: half-gallon or gallon. (Liquid Measure)	2	91, 92
47. The student will be able to determine the number of units of a given liquid measure contained in a larger unit of liquid measure. (Convert Liquid Measure)	2	93, 94
48. The student will be able to indicate the length of a given object to the nearest inch. (Measurement - Nearest Inch)	2	95, 96
49. The student will be able to read a thermometer to the nearest multiple of ten for temperatures of zero degrees and above. (Temperature)	2	101, 102
50. The student will be able to read coin names: penny, nickel, dime, quarter, or half-dollar. (Coin Names)	2	97, 98
51. The student will be able to identify equivalent values of coins: pennies, nickels, dimes, or quarters. (Coins - Equivalent Values)	2	99, 100
GEOMETRIC CONCEPTS		
52. The student will be able to identify shapes: pentagon, octagon. (Pentagon/Octagon)	2	103, 104
53. The student will be able to identify a simple closed curve. (Closed Curve)	2	105, 106
54. The student will be able to identify the location of the three sets of points associated with a given simple closed curve: on, inside, or outside the curve. (Locating Points/Curve)	2	107, 108
55. The student will be able to identify three-dimensional shapes: cube, sphere, rectangular prism, cone, or cylinder. (Three-Dimensional Shapes)	2	109, 110

TABLE 3
PMT ITEM ANALYSIS BY BEHAVIORAL OBJECTIVES
LEVEL C

OBJECTIVE	CRITERION	ITEMS
SETS AND NUMBERS		
<u>Set of Whole Numbers</u>		
1. The student will be able to identify the set of whole numbers. (Whole Numbers)	2	7, 8
2. The student will be able to determine the cardinality of a set of 1,000 or fewer members when the members are already grouped as thousands, hundreds, tens, and ones. (Cardinality - Grouped)	2	5, 6
3. The student will be able to name the number that comes before or after any number from 1-1,000. (Order of Numbers)	2	1, 2
4. The student will be able to identify the missing number in a sequence. (Number Sequences)	2	3, 4
<u>Set of Rational Numbers</u>		
5. The student will be able to identify equivalent parts of a whole: sixths, eighths, or tenths. (Equivalent Parts of a Whole - Sixths/Eighths/Tenths)	2	19, 20
6. The student will be able to identify the numerals $\frac{1}{6}$, $\frac{1}{8}$, or $\frac{1}{10}$. (Identify - $\frac{1}{6}/\frac{1}{8}/\frac{1}{10}$)	2	9, 10
7. The student will be able to name a whole in terms of halves, thirds, fourths, sixths, or eighths, using the numerals $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{6}$, $\frac{5}{8}$, or $\frac{6}{8}$. (Name a Whole - $\frac{2}{3}/\frac{3}{4}/\frac{4}{6}/\frac{5}{8}$)	2	11, 12
8. The student will be able to name a fractional part or numeral for a fractional part that represents more than one equivalent part of a whole, using thirds, fourths, sixths, or eighths. (Fractional Part - Thirds/Fourths/Sixths/Eighths)	2	13, 14
9. The student will be able to identify two equivalent fractions. (Equivalent Fractions)	2	15, 16
10. The student will be able to identify equivalent parts of a set of 12 or fewer members: thirds. (Equivalent Parts of a Set - Thirds)	2	17, 18
11. The student will be able to identify one-third of a set of 12 or fewer members. ($\frac{1}{3}$ of a Set)	2	21, 22
NUMERATION		
12. The student will be able to identify any four-digit numeral. (4-Digit Numeral)	2	29, 30
13. The student will be able to name the place value of any digit in a four-digit number. (Place Value)	2	23, 24
14. The student will be able to identify any three-digit numeral in expanded notation. (Expanded Notation)	2	25, 26
15. The student will be able to rename any three-digit numeral as ones, tens, and hundreds. (Renaming Numerals)	2	27, 28
16. The student will be able to identify different names for the same number. (Different Names for a Number)	2	31, 32

OBJECTIVE	CRITERION	ITEMS
Numeration cont.		
17. The student will be able to round a two-digit number to the nearest ten. (Rounding)	2	33, 34
18. The student will be able to identify the Roman numerals named by the Arabic numerals 1-12, and conversely. (Roman/Arabic Numerals)	2	35, 36
OPERATIONS AND THEIR PROPERTIES		
19. The student will be able to identify a subtraction statement as the inverse of a given addition statement. (Subtraction - Inverse of Addition)	2	49, 50
20. The student will be able to add four one- or two-digit numbers, without regrouping. (Add - Four 1- or 2-Digit, no regrouping)	2	37, 38
21. The student will be able to add a one- or two-digit number to a two-digit number, with regrouping. (Add - 1- or 2-Digit to 2-Digit)	2	39, 40
22. The student will be able to subtract a one- or two-digit number from a two-digit number, with regrouping. (Subtract - 1- or 2-Digit from 2-Digit)	2	45, 46
23. The student will be able to add two three-digit numbers, with regrouping. (Add - Two 3-Digit)	2	41, 42
24. The student will be able to add up to four one-, two-, or three-digit numbers, with regrouping. (Add - Four 1-, 2-, or 3-Digit)	2	43, 44
25. The student will be able to subtract a one-, two-, or three-digit number from a three-digit number, with regrouping. (Subtract - 1-, 2-, or 3-Digit from 3-Digit)	2	47, 48
26. The student will be able to multiply a one-digit number, 2-9, by 1, 2, 3, 4, or 5, using the vertical or the horizontal formats. (Multiply - 2-9 by 1, 2, 3, 4, 5)	2	53, 54
27. The student will be able to make true number sentences using the symbols $\times$, $+$, or $=$. (True Number Sentences $\times$ / $+$ / $=$)	2	75, 76
28. The student will be able to identify an illustration of a given multiplication or division fact on a number line. (Multiplication/Division - Number Line)	2	77, 78
29. The student will be able to identify multiplication facts as shown by an array. (Array - Multiplication Facts)	2	51, 52
30. The student will be able to identify division facts, products through 45, in vertical and horizontal formats. (Division - Facts)	2	67, 68
31. The student will be able to multiply any number by 0. (Multiply by 0)	2	55, 56
32. The student will be able to multiply any number by 1. (Multiply by 1)	2	57, 58
33. The student will be able to multiply a two-digit number, including multiples of ten, by a one-digit number, without regrouping. (Multiply - 2-Digit by 1-Digit, no regrouping)	2	59, 60
34. The student will be able to multiply three-digit multiples of 100 by a one-digit number. (Multiply - Multiples of 100 by 1-Digit)	2	61, 62
35. The student will be able to multiply a three-digit number by a one-digit number, without regrouping. (Multiply - 3-Digit by 1-Digit, no regrouping)	2	63, 64
36. The student will be able to multiply a two-digit number by a one-digit number, in which ones must be renamed as tens. (Multiply - 2-Digit by 1-Digit)	2	65, 66

OBJECTIVE	CRITERION	ITEMS
Operations and Their Properties cont.		
37. The student will be able to divide a two- or three-digit number by a one-digit number. (Divide — 2- or 3-Digit by 1-Digit)	2	69, 70
38. The student will be able to divide a one-digit number by any number that will yield a remainder. (Divide — 1-Digit, R.)	2	71, 72
39. The student will be able to divide a number, 19 or less, by a one-digit number that will yield a remainder. (Divide — 19 or Less by 1-Digit, R.)	2	73, 74
PROBLEM SOLVING		
40. The student will be able to solve a written word problem. (Solve Word Problem)	2	85, 86
41. The student will be able to identify an open or closed number sentence for a given problem. (Identify Open/Closed Sentence)	2	83, 84
42. The student will be able to solve an open number sentence in which a frame holds the place of the sum or an addend. (Solve Open Sentence — Addition)	2	79, 80
43. The student will be able to solve an open number sentence in which a frame holds the place of the product or a factor. (Solve Open Sentence — Multiplication)	2	81, 82
MEASUREMENT		
44. The student will be able to identify the time as shown on a clock face in five- or fifteen-minute intervals. (Clock — 5-/15-Minute Intervals)	2	87, 88
45. The student will be able to identify the names of the days of the week in sequence. (Days of the Week)	2	89, 90
46. The student will be able to identify the names of the months of the year in sequence. (Months of the Year)	2	91, 92
47. The student will be able to determine the number of units of a given unit of measure contained in a larger unit of measure. (Convert Measures)	2	93, 94
48. The student will be able to identify abbreviations used in measurement: in., qt., hr., or lb. (Measurement — Abbreviations)	2	97, 98
49. The student will be able to indicate the length of a given object to the nearest half-inch. (Measurement — Nearest Half-Inch)	2	95, 96
50. The student will be able to read money expressions in which the cent symbol (c) or dollar sign (\$) and the decimal point (.) are used. (Read Money Expressions)	2	105, 106
51. The student will be able to identify combinations of coins equivalent in value to a dollar. (Coins Equivalent to a Dollar)	2	107, 108
52. The student will be able to add and subtract money expressions up to \$5.00. (Add/Subtract Money)	2	103, 104
53. The student will be able to read simple picture or bar graphs. (Picture/Bar Graph)	2	99, 100
54. The student will be able to read a thermometer for temperatures above and below zero. (Temperature)	2	101, 102

OBJECTIVE	CRITERION	ITEMS
GEOMETRIC CONCEPTS		
55. The student will be able to identify special characteristics of the following closed curves: square, rectangle, triangle, or circle. (Characteristics - Square/Rectangle/Triangle/Circle)	2	109, 110
56. The student will be able to identify the region of a simple closed curve. (Region)	2	111, 112

APPENDIX D
SPECIALIZED STAFF TRAINING

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
ASSOCIATE SUPERINTENDENT
DIVISION OF INSTRUCTIONAL SERVICES
PRESIDENTIAL BUILDING
418 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

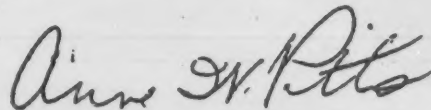
March 25, 1976

MEMORANDUM TO: Mrs. Jean Wilson
Negotiated Contracts Specialist

The attached is a revised statement of the tasks and specifications for a training program for ESEA Title I personnel. It is more inclusive and should supercede the earlier statement submitted on March 15, 1976.

This task and specification statement was prepared by Mrs. Judine B. Johnson, Deputy Director of the ESEA Title I Program, who may be contacted for any additional or more definitive information.

Your assistance in expediting this will be greatly appreciated.



Anne W. Pitts
Executive Director

cc: Mrs. Judine B. Johnson
Deputy Director

AWP/apw

TASK STATEMENT AND SPECIFICATIONS FOR CONTRACTOR FOR A
TRAINING PROGRAM, ESEA TITLE I COMPREHENSIVE PROGRAM,
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

The 1974-75 evaluation of the ESEA Title I Program conducted by an external evaluation team indicates that Title I students share a constellation of characteristics that place them "at risk" in a formal educational setting which emphasizes reading and mathematics achievement. The Title I child's special deficiencies and needs, classroom behavior, extent of family support, grade retention rates, classroom participation, health problems, absentee rate, and low self-concept are all factors which appear to influence and impact upon his capacity to profit from conventional classroom instruction.

The concern and intent of the Title I program is to identify alternative instructional strategies for children with special needs, train a cadre of resource personnel in the use of these strategies and services, and then disseminate these strategies to classroom teachers for inclusion and/or modification of their approach to teaching Title I students with special needs.

The goal is to reverse the cumulative difference pattern which characterizes Title I students' academic development and effect a positive increase in Title I students' learning achievement.

I. Purposes of the Training Program

The purposes of this training effort will be:

1. To train reading resource teachers and other personnel in the use of specialized reading and language instructional techniques for "at risk" Title I students who have learning difficulties (LD) and educational difficulties (ED) and do not appear to profit from conventional classroom instruction
2. To train reading resource teachers to serve as consultants to classroom teachers in the use of these specialized techniques

3. To develop a modified curriculum composed of teaching/learning strategies for "at risk" students in kindergarten through grade 3, and
4. To expose parents to supportive strategies which may be used at home to reinforce and extend the work of the school

II. Scope of Work and General Conditions

The agent or agency should indicate the following:

1. Their expertise, knowledge and understanding of the ESEA Title I Program, including the following:
 - a. Identified Title I target population
 - b. Educational approaches for children with special disabilities and needs
 - c. Educational approaches to early childhood education
 - d. Program implementation and administration
2. Their capacity to provide the following:
 - a. A curriculum which employs specialized instructional techniques for children with learning and educational difficulties who receive both regular classroom instruction and compensatory instructional services
 - b. Experienced training specialists
 - c. Adequate on-site learning centers for teacher trainee (participant) field experiences
 - d. Supervision of the trainees' application of specialized techniques with children in their regular home schools
 - e. Linkage with an accredited institution of higher learning, for the granting of graduate and undergraduate college credits
3. The evaluation techniques and measures, and how they will be used
4. Provisions for meeting with those concerned with the program (director, deputy director, coordinators, educational agencies, school staffs, parents, etc.)
5. Notation of any conflicts of interest that might exist

6. Utilization of man-days

III. Specific Tasks

1. Identify and describe the following:
 - a. Target population
 - b. Staff, including resource teachers and regional coordinators/assistants
 - c. Program operation
 - d. Administrative structure
2. Develop a modified curriculum for use with children with special learning deficiencies and needs, including teaching strategies, materials and media, and learning environment
3. Train participants to effectively employ the modified curriculum techniques
4. Train resource teachers to serve as consultants to classroom teachers
5. Assess and analyze overall program accomplishment in terms of program objectives
6. Follow-up and compare the cognitive, affective, and psychomotor performance of children who directly benefited from the services of trainees with those that did not
7. Analyze and report findings and recommendations regarding the effectiveness of the training program for each staff component, with information related to change in teacher/parent behavior
8. Recommend specific curriculum revisions which should be incorporated into the Title I Program to assure optimum utilization of the services of the trained personnel

IV. Specific Training Program Information

1. The training program will be a year-long endeavor, to commence on July 1, 1976 and end on June 30, 1977.
2. The trainees will include 16 reading resource teachers, 6 educational aides, 6 regional coordinators and 20 parents. In addition, the training strategies should include the involvement and

participation of 45 classroom teachers who are assigned to the buildings of the resource reading teachers.

3. The program will include three phases:

Phase I (July 1 through August 31)

- Initial orientation and introduction of trainee components to the rationale, design and evaluation of the training program
- Participants:
 - 16 reading resource teachers
 - 6 educational aides
 - 6 coordinators/assistants
 - 20 parents
- Curriculum focus:
 - Educational diagnosis

Phase II (Sept. 1, 1976 through Jan. 30, 1977)

- Participants:
 - 16 reading resource teachers
 - 6 educational aides
 - 6 coordinators/assistants
 - 20 parents
- Curriculum focus:
 - Educational diagnosis
 - Test interpretation
 - Curriculum development
 - Curriculum implementation
 - Educational assessment
- Intensive and extensive training of all participants in the use of the modified curriculum and the specialized instructional techniques, with field participation and home school application activities

Phase III (Feb. 1, 1977 through May 31, 1977)

- Training and practicum experiences to enable resource teachers to serve as consultants to classroom teachers
- Induction of classroom teachers in the training model, with appropriate orientation and exposure

- Participants:

- 16 reading resource teachers
- 45 classroom teachers
- 6 educational aides
- 6 coordinators/assistants
- 20 parents

4. Training space will be made available by the Title I Program
5. All participants will receive college course credits for the completion of the training activities

V. Reports

1. The contractor shall submit monthly progress reports, in five copies, to the executive director of the program
2. Three interim reports (five copies) shall be submitted outlining progress under each of the progress tasks for each of three phases, setting forth interim findings and recommendations
3. A draft of the final report (five copies) shall be submitted to the executive director thirty days prior to the conclusion of the contract period
4. Twenty-five copies of the final report shall be submitted to the executive director at the conclusion of the contract period

VI. Time Periods

1. Contract period: July 1, 1976 to June 30, 1977
2. Training Period: July 1, 1976 to May 31, 1977

VII. Budgetary Framework

A budgetary framework of \$40,000 is anticipated.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF LOGISTICAL SUPPORT
PRESIDENTIAL BUILDING
418 - 15TH STREET, N. W.
WASHINGTON, D. C. 20004

PROCUREMENT BRANCH

March 31, 1976

RE: Response for Proposal PS 7612

GENTLEMEN:

The Public Schools of the District of Columbia has a requirement to establish a year-long specialized training program for selected teachers and support personnel to commence on July 1, 1976 and end on June 30, 1976.

You are invited to submit a proposal in accordance with the requirements of this solicitation.

Your proposal will be rejected, however, if it does not cover all aspects outlined and if it is not received by Noon, Friday April 30, 1976.

Enclosed are the following documents:

- a) Notice to Prospective Offerors
- b) Commissioner's Order 73-51
- c) Special Conditions w/DC Form 2640-9
- d) Statement of Work/Background Information
- e) Instructions to Offerors

(Documents a and c must be submitted in quadruplicate).

Contract award will be made to the Offeror whose proposal is most advantageous to the D. C. Public Schools. The D. C. Public Schools reserves the right to reject any and/or all proposals and at any time after the closing date from proposal submission conduct negotiations to the extent that the D. C. Public Schools deem necessary and appropriate.

- 2 -

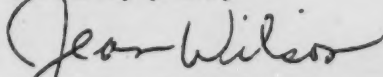
Questions pertaining to the substance of this Request for Proposal should be directed to Mrs. Judine Johnson, ESEA Title I Programs, telephone number (202) 576-6262.

Submit twelve (12) copies of your proposal, budget and supplement to contract proposal to:

Ms. Jean Wilson
Chief, Contract Specialist
Division of Logistical Support
Negotiated Services Contracts
415 - 12th Street, N.W., Rm. 807
Washington, D. C. 20004
Telephone Number: (202) 724-4137

Non-technical support questions pertaining to the RFP should be directed to my attention at the above listed telephone number.

Sincerely yours,



(Ms.) Jean Wilson
Chief, Contract Specialist

JW/jr

Attachments

PROJECT TRY

(Training Teachers of "Risk" Youths)

A TRAINING PROGRAM FOR PROFESSIONALS WHO ARE
TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

TABLE OF CONTENTS

	Page
Summary-----	i
Introduction-----	1
I. Needs for Assistance and Objectives-----	3
Professional Inducements of Hillcrest Staff-----	3
Needs Assessment Survey-----	4
Target Population-----	8
Project Objectives-----	9
Project Sub-Objectives-----	9
II. Results or Benefits Expected-----	10
III. Approach for Teachers and Aides-----	11
Flow Chart of Procedures-----	13
Expected Competencies-----	14
Approach for Parents-----	14
Methodology-----	15
Replication-----	15
Advisory Council-----	16
Projections-----	17

Appendices

Appendix A-----	Letters of Support
Appendix B-----	Vitae

HILLCREST CHILDREN'S CENTER
1325 W STREET, N.W.
WASHINGTON, D.C. 20009
(202) 265-2400

THORNTON W. OWEN
PRESIDENT, BOARD OF TRUSTEES

WILLIE J. MCGEE
PRESIDENT, BOARD OF DIRECTORS



SUMMARY

Hillcrest Children's Center was founded by Dolly Madison in 1815 to house children orphaned by the war of 1812. H.C.C.'s history has reflected change to meet the pressing needs of youngsters and by 1952 Hillcrest Children's Center began servicing children diagnosed as severely emotionally disturbed.

By 1972, 90% of H.C.C.'s fifty (50) children were from the D.C. Public Schools. These children were all black and qualified for some supplemental funds from Title I, PL 89-313. Title I youngsters are youngsters whose location, physical handicap, educational retardation and disruptive behavior make them eligible for compensatory education.

Our careful diagnosis of the needs of these youngsters revealed the presence of a neglected learning disability in approximately 80% of the students enrolled. This learning disability may have caused or highly contributed to the classification of emotionally disturbed (E.D.).



Challenged by this fact, Hillcrest has proceeded to design diagnostic instruments that can serve to identify learning disabilities in inner-city children especially the potentially "high risk" pre-schooler and the older black child. "Older here, refers to the children between 7-10 years of age. The mean age of Hillcrest Children's Center population is 10.05 at referral.

Designing and compiling diagnostic instruments facilitated appropriate program planning for these youngsters in terms of methods, techniques and materials to be used for remediation of the L.D. A structured curriculum was designed and uniquely implemented. This curriculum served to address the following problems: 1) hyperactivity; 2) mature youngsters with receptive and expressive language lags of two (2) years or more; 3) youngsters with decoding skills without experience to provide proper imagery for comprehension; 4) youngsters with one or more weaknesses in the psycho-linguistic retrieval skills inclusive of memory, perception, closure, (visual and auditory), and others which dictated specific modality input.

The documented positive changes in the pupil's aberrated behavior and academic growth have encouraged refining these materials and techniques. Pre and post test evaluative data were submitted to Title I on a yearly basis. The monitors of the project were convinced through observation and research data that these Hillcrest Children's Center materials

and techniques were influencing positive behavioral changes and academic growth in learning disabled children formerly classified as "emotionally disturbed", "beyond parental control", "dangerously aggressive", and "unable to function in a regular public school classroom".

At H.C.C. we have consistently observed that 90% of the severely learning disabled children have shown edumetric growth during the academic year.

The goals of this proposal are: 1) To train teachers, aides, and co-ordinators to respond to the needs of the youngsters who are victims of learning disability neglect. 2) To train parents of the learning disabled child in management techniques and coping skills.

To accomplish these goals H.C.C. will implement a teacher and aide training program utilizing our student population and offering liaison support to trainees in their own respective classrooms. Parents will be offered a training program that they will be instrumental in designing.

Incentives for teachers and aides will be classroom release time, proximity to local schools, college credits from Marymount College, (H.C.C.'s affiliate college), and the appropriateness of the children in the H.C.C. program. Availability of stipends to our parents for participation will serve as an incentive for this group.

237.

The vitae attached to the proposal will consist of the classroom teachers working at H.C.C. who have received special

in-service training to help them effectively serve the severely L.D. child and our program coordinator who designed the program and who is presently working with us as a consultant. Since consultative services from Dr. Helmer R. Myklebust (the internationally known figure in special education) will be received, his vitae is also attached.

SYLLABUS

INTRODUCTION

Many L.D. youngsters have average to above average intellect, however, lack of attention to their needs results in aberrated behavior and academic retardation. The relief for some L.D. youngsters came in being labeled E.D. For these students at Hillcrest Children's Center, this label has enabled them to be properly diagnosed and steps taken toward remediation. Hillcrest, during the past four (4) years, has received youngsters labeled E.D., suspended from regular classrooms, declared beyond parental control, or determined as non-achievers. (These children now receive and express language appropriately, learn to read, and subsequently deal with their behavior).

Observing and documenting case studies have motivated the staff, teachers, and the aides. The staff personnel has become anxious to share some successes with the rest of the teachers in the inner-city.

Inner-city teachers who face these youngsters day after day are the targeted population for this present proposal. These teachers are the ones who receive the learning disabled youngster on a daily basis.

This project will seek to train teachers, aides, and coordinators to ameliorate specific learning disabilities of youngsters presently in attendance in the regular classroom of the public schools.

OBJECTIVES:

1. The primary goals of this project will be to train teachers, aides, and coordinators to appropriately diagnose "high risk" youngsters, interpret findings, plan and implement programs designed to prevent, remediate, or ameliorate specific L.D. in the D.C. public school children.
2. To train parents of L.D. children to manage behaviors and reinforce learning techniques.

SUB-OBJECTIVES:

1. Phase One:
 - a. To pre-evaluate trainee skills.
 - b. To initiate and introduce trainees to the rationale, design and evaluation techniques of the project.
2. Phase Two:
 - a. To train all participants in the use of the modified curriculum and specialized instructional techniques.
 - b. To involve trainees in field participation directed towards home-school application of project techniques.
3. Phase Three:
 - a. To refine audio-visual materials for replication of models in other Title I schools.

- b. To make on-site evaluations of program carry-over.
- c. To refine curricula.
- d. To evaluate post performance of trainees.

RESULT OR BENEFITS EXPECTED:

- 1. At the end of the year July, 1977, a minimum of forty-five (45) teachers, aides, and coordinators will be able to implement appropriately the curriculum for the learning disabled (L.D.) component as demonstrated by Hillcrest Children's Center.
- 2. A minimum of twelve (12) parents will have been offered a training opportunity to maximize their children's capabilities.

APPROACH FOR TEACHERS, AIDES AND COORDINATORS:

- 1. An initial meeting will serve to:
 - a. introduce project goals
 - b. present program performance techniques and procedures
 - c. introduce training staff and physical facilities
 - d. assess target population competencies through a pre-test attitudinal test
- 2. Training will commence to develop competencies in the following areas:
 - a. rationale and use of H.C.C. diagnostic materials
 - b. background needed for interpretation of diagnostic data
 - c. skills needed in writing concrete goals for individuals and groups

- d. data necessary for determining modalities needed for input of cognitive skills
- e. techniques and methods employed in designing a high interest structured curriculum based on adaptation of H.C.C. curriculum

EXPECTED COMPETENCIES:

- 1) Trainees will demonstrate competencies in H.C.C. diagnostic materials by selecting and appropriately administering tests under staff observation.
- 2) Trainees will demonstrate competencies in test interpretation skills by constructing appropriate tasks for students.
- 3) Trainees will demonstrate ability to plan appropriately for youngsters by writing concrete goals in behavioral terms based on test results.
- 4) Trainees will demonstrate competencies in H.C.C. curriculum adaptation by designing and implementing curriculum centers in H.C.C. and at their own sites.

APPROACH FOR PARENTS:

- 1) Parent trainees will be invited to participate in an experimental parent group. A stipend will be made available for parents desiring to participate.

- 2) The content and procedures with the parent groups will be determined by the parents and the staff cooperatively with specific goals and activities established for each meeting. They will be designed to develop:

- a. Awareness of L.D.
- b. Understanding of the handicapping conditions related to L.D. and the aberrated behaviors relative to L.D.'s existence.
- c. Coping with feelings about handicapping conditions.
- d. Skills in helping youngsters with L.D.

METHODOLOGY:

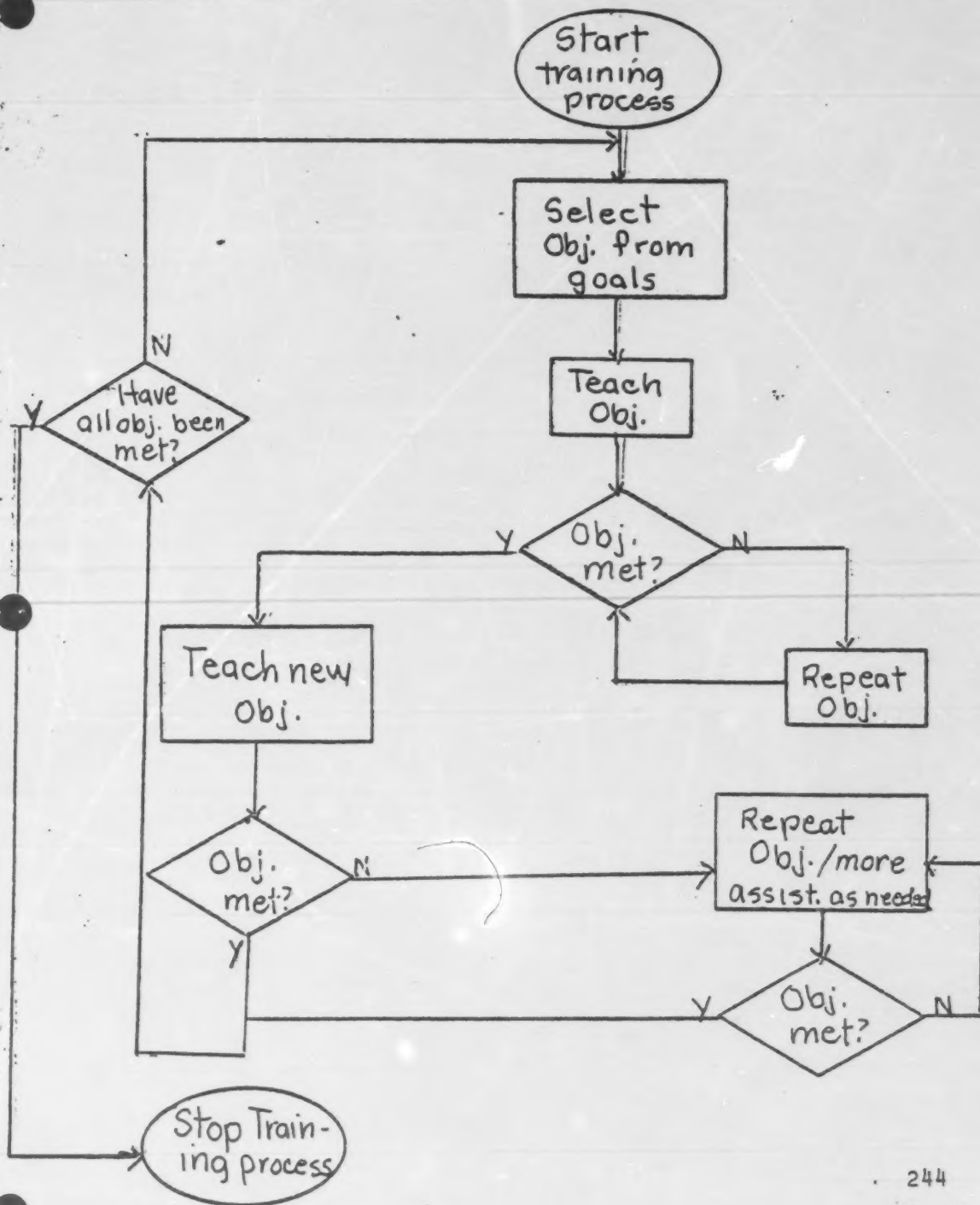
- 1) Parent meetings will be held at H.C.C.
- 2) Parents will see films, view learning materials, and video tapings of pertinent L.D. information.
- 3) Parents may be used as classroom volunteers when appropriate.
- 4) Parents will be encouraged to share their knowledge and feelings with other PTA groups.

REPLICATION:

As competencies of the target population become apparent, it is obvious from the objectives stated that replication will be possible in field sites (Title I Schools), as well as those in the surrounding communities.

METHODOLOGY

The following flow chart will illustrate proposed procedures with teacher and aide trainees.



244

N = No

Y = Yes

Obj. = Objecti

PROJECTIONS:

PHASE I

Pop. Identified
Organization
Pre-testing

OCTOBER, DECEMBER
JANUARY

PHASE II

Diagnostic Area

Test Interpretation

OCTOBER → JANUARY

Concrete
Goal Setting

PHASE III

Curriculum Implementation

On-going
Evaluation

FEBRUARY → JULY

PHASE IV

Field Implementation
Post-testing for pupils
and trainees

Project Evaluation

245

TEACHER COMPETENCIES

- 1 - After completing phase I of training program, the trainee should be able to:
 - a) Conduct successful interview session with parents, aides and/or children.
 - b) Choose appropriate diagnostic instruments to assess youngsters learning level and style.
 - c) Interpret test results with 90% - 100% accuracy.
 - d) Describe specific tasks, problems and techniques that may be used to remediate deficient areas (concrete goal setting).
- 2 - After completing phases I & II of training program, the trainee should be able to:
 - a) Incorporate portions of The Hillcrest Curriculum for appropriate students within regular class setting.
- 3 - After completing phases I, II & III of training program, the trainee should be able to:
 - a) Implement appropriate steps in setting up vocabulary centers in a regular class setting.
- 4 - After completing phases I thru IV of training program, the trainees should be able to:
 - a) Replicate their field site models in other field settings.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
ASSOCIATE SUPERINTENDENT
DIVISION OF INSTRUCTIONAL SERVICES
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

May 4, 1976

MEMORANDUM TO: Mrs. Helen Kinard
Miss Margie Thomas
Mrs. Roberta Walker
Mrs. Vilma Lee
Mrs. Jeannette Gray

I am requesting that you serve as members of a proposal review committee to review and recommend the proposal that best meets the needs of a special training program as described in the attached specifications, RFP-PS-7612.

We must develop criteria on which we base our recommendations (Scriven has developed a checklist which we may wish to modify and use.), critique the proposals, reach an agreement, and submit our recommendations to Mrs. Jean Wilson, Chief, Contract Specialist.

The due date for submission of our recommendations is May 13, 1976.

May we meet briefly at 8:30 on Wednesday, May 5, 1976.

Attachment

Judine B. Johnson
Deputy Director

cc: Mrs. Anne Pitts

JBj/apw

ESEA TITLE I COMPREHENSIVE PROGRAM
PROPOSAL REVIEW CHECKLIST

OFFEROR _____

ADDRESS _____

Rating Code

- 1 = Less than adequate
- 2 = Adequate
- 3 = More than adequate

Directions

On the lines below, place the numeral (1,2, or 3) which corresponds with your assessment of the criterion.

<u>Criteria</u>	<u>Rating Scale</u> 1 - 2 - 3	<u>Comments</u>
1. Consistency of the needs statement with that of Title I, as outlined in the specifications for RFP PS 7612	_____	
2. Capacity of the proposal to <u>actually</u> meet the needs of Title I, in the following areas: a. Training design b. Training staff c. Training materials	_____ _____ _____	
3. Evidences of the following in curriculum design: a. Knowledge and skills b. Past experiences c. Proposed procedures	_____ _____ _____	
4. Provisions for true field trials	_____	

<u>Criteria</u>	<u>Rating Scale</u> 1 - 2 - 3	<u>Comments</u>
5. Provisions in every phase for all participants: a. Resource teachers b. Educational Aides c. Parents d. Classroom teachers e. Coordinators	_____	
6. Long-term effect on students	_____	
7. Process a. Operationally feasible b. Educationally sound	_____	
8. Cost evaluation	_____	
9. Provisions for extended support	_____	
10. Evaluation Design, a. Instrumentation b. Analysis c. Report d. Agent/or agency	_____	
TOTAL SCORE		

Name of Reviewer _____ Date _____

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
ASSOCIATE SUPERINTENDENT
DIVISION OF INSTRUCTIONAL SERVICES
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

May 20, 1976

MEMORANDUM TO: Ms. Jean Wilson
Chief, Contract Specialist

An ad hoc proposal review team, composed of ESEA Title I staff members, performed an extensive review of the proposals submitted by

and
Hillcrest Children's Center of Washington, D. C.
in response to RFP PS 7612.

Review criteria were developed and utilized by the review team to assure consistent and objective analysis. These criteria related directly to those proposal design components which this office deems essential and necessary for fulfillment of the specifications.

The criteria included the following:

1. Consistency of the needs statement with that of Title I, as outlined in the specifications for RFP PS 7612
2. Capacity of the proposal to actually meet the needs of ESEA Title I in the following areas:
 - a. Training design
 - b. Training staff
 - c. Training materials
3. Evidences of the following in curriculum design:
 - a. Knowledge and skills
 - b. Past experiences
 - c. Proposed procedures
4. Provisions for true field trials
5. Provisions for all participants in each program phase:
 - a. Resource teachers

250

- b. Education aides
 - c. Classroom teachers
 - d. Coordinators
- 6. Long-term effect on students
- 7. Operational feasibility of the process
- 8. Educational soundness of the process
- 9. Cost evaluation
- 10. Provisions for extended support
- 11. Evaluation Design
 - a. Instrumentation
 - b. Analysis
 - c. Reporting
 - d. Evaluative agent or agency

Using the above criteria, the ESEA Title I Program office recommends the selection of Hillcrest Children's Center as the agency to be awarded the contract. The strengths of this offeror include the following:

- 1. Consistency of the needs statement with that of Title I, as outlined in the specifications for RFP PS 7612
- 2. Capacity of the proposal to actually meet the needs of ESEA Title I in the following areas:
 - a. Training design
 - b. Training staff
 - c. Training materials
- 3. Evidences of the following in curriculum design:
 - a. Knowledge and skills
 - b. Past experience
 - c. Proposed procedures
- 5. Provisions for all participants in each program phase (resource teachers, educational aides, parents, classroom teachers, and coordinators)

We are most appreciative of the opportunity afforded this office to make input regarding the selection of the contracting agency. It is hoped that our recommendation will receive your careful consideration.

Anne W. Pitts

Anne W. Pitts
Executive Director

AWP/apw

August 27, 1976

Mrs. Norma Edwards
Hillcrest Children's Center
1325 W Street, N.W.
Washington, D. C. 20009

Dear Mrs. Edwards:

Reference is made to RFP PS 7612 for a specialized training program for selected teachers and support personnel of the D. C. Public Schools.

Your proposal has been reviewed and you have been chosen to perform the services outlined in the aforementioned RFP.

The District of Columbia Government, Bureau of Materiel Management Office will be mailing the contract out to you for signature very soon. I apologize for the delay in letting you know of our decision and hope that this delay has not caused you any unnecessary hardship.

If you have any questions regarding this matter, please feel free to contact me at 724-4137 or 38.

Sincerely,

15/
Joanne C. Reeves
Chief, Contract Specialist

cc: Judine Johnson

253

HILLCREST CHILDREN'S CENTER
1325 W STREET, N.W.
WASHINGTON, D.C. 20009
(202) 265-2400

THORNTON W. OWEN
PRESIDENT, BOARD OF TRUSTEES

SAMUEL J. L'HOMMEDIEU
PRESIDENT, BOARD OF DIRECTORS



GUY A. RUTH, Ph.D.
DIRECTOR

May 17, 1977

Dear Colleagues,

As you are aware, our training program is fast coming to its finale. It has been a very challenging and enjoyable experience for all of us. Nevertheless, we do have a few more things to cover.

Due to your program schedule changes, "bomb scares", and the like, it will be necessary to hold two full day sessions in May. We are setting up Wednesday and Thursday, May 25, & 26, 1977, for our wrap-up sessions. These sessions will be all day and will be very important.

We realize that Wednesday is not a usual day, however, getting into June is not psychologically good for you or us. We will be available to you in June, but as you know, children and adults do saturate during those first days of June. The competition with school closing exercises, reports, and material accountability, etc., would simply be too great!

Dr. Tina Bangs, author of Language & Learning Disorders of the Pre-academic Child, is coming on Thursday, May 26, 1977, from 9:00 a.m. to 3:00 p.m. Dr. Bangs will be sharing her expertise and experiences in the area of language and learning disorders. The focus of the workshop will be on teacher competencies in appropriately designing programs for children. She will speak to curriculum adaption as a major vehicle to competency based programming.

We are looking forward to seeing you all on the above two (2) days.

Sincerely,

(Mrs.) Norma S. Edwards

NSE/grs

254



HILLCREST CHILDREN'S CENTER

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(202) 265-2400

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SAMUEL J. L'HOMMEDIU
PRESIDENT, BOARD OF DIRECTORS



GUY A. RUTH, Ph.D.
DIRECTOR

August 2, 1977

Mrs. Anne Pitts, Executive Director
ESEA Title I Comprehensive Program
Perry Building
1286 Upshur Street, N.W.
Washington, D.C. 20011

Dear Mrs. Pitts,

Enclosed is the final report of Project TRY. The Project has been both educationally informative and psychologically rewarding.

All the participants expressed positive growth through their involvement. Naturally some participants grew more than others but this, of course is a natural phenomenon.

Attitudinal pre-post test reflect the kinds of changes documented by the trainees in the project. The small population restricts broad generalization but produces very interesting results.

The tests administered to the sample child population of Project TRY have very strong program planning implications.

Close scrutiny of the research results are very impressive for children identified as recipients of Title I funding.

It has been my pleasure to work with you and your staff in such an important endeavor as the one you have initiated through your knowledge of the needs of ESEA Title I children.

Sincerely,

Norma S. Edwards

Norma S. Edwards, Ed.D.

255



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GUY A. RUTH, Ph.D.
DIRECTOR

Hillcrest Children's Center (H.C.C.) was founded by Dolly Madison in 1815 to house children orphaned by the war of 1812. H.C.C.'s history has reflected change to meet the pressing needs of youngsters and by 1952 Hillcrest Children's Center began servicing children diagnosed as severely emotionally disturbed.

By 1972, 90% of H.C.C.'s fifty (50) children were from the D.C. Public Schools. These children were all black and qualified for some supplemental funds from Title I, PL 89-313. Title I youngsters are youngsters whose location, physical handicap, educational retardation and disruptive behavior make them eligible for compensatory education.

Hillcrest has proceeded to design diagnostic instruments that can serve to identify learning disabilities in inner-city children especially the potentially "high risk" pre-schooler and the older black child. "Older" here, refers to the children between 7-10 years of age. The mean age of Hillcrest Children's Center population is 10.05 at referral.

Designing and compiling diagnostic instruments facilitated appropriate program planning for these youngsters in terms of methods, techniques and materials to be used for remediation of the learning disabilities (L.D.). A structured curriculum was designed and uniquely implemented.

256

The documented positive changes in the pupil's aberrated behavior and academic growth have encouraged refining these materials and techniques. Pre and post test evaluative data were submitted to Title I on a yearly basis. The monitors of the project were convinced through observation and research data that these Hillcrest Children's Center materials and techniques were influencing positive behavioral changes and academic growth in learning disabled children formerly classified as "emotionally disturbed", "beyond parental control", "dangerously aggressive", and "unable to function in a regular public school classroom".

According to estimates obtained from H.E.W., Bureau of Education for the Handicapped (BEH), one percent (1%) of the school-age population in the District of Columbia has specific learning disabilities. This generates an actual number of 2,036 such children.

The percentages of L.D. for the Washington Metropolitan area as gathered by The Information Center for the Handicapped (IHC), (Galiber, 1974), document the presence of a significantly higher figure than BEH's figures. BEH figures made a distinction between L.D. and E.D. (emotionally disturbed), where such is not always the case as illustrated by our experience at Hillcrest.

(Johnson, 1977) states:

The needs of innercity, disadvantaged Title I students include many broad areas of behavior and deficiency. However, specific needs can be identified in the areas of reading and language. These needs include decoding skills; reading comprehension; receptive and expressive language skills; and study skills.

257

Added to these needs are other deficits in what may be viewed as supports to the processes of learning to read and use language. These include background information and ex-

periences; an adequate attention span; motivation and ability to complete independent assignments; self-concept; and aggressive behavior.

The profile of the Washington, D.C. Title I child displays other restrictive and repressive characteristics, including aggressive behavior; withdrawn behavior; health problems; limited family support; and high absenteeism.

- These needs, deficiencies, and characteristics place Title I students "at risk" in a formal educational setting which emphasizes reading and language achievement.

To respond to the aforementioned population needs diagnostic, educational, and therapeutic methodologies, observation and documentation case studies comprised the focus of the curriculum of Hillcrest Children's Center. The results of this focus have proven successful with this population. Therefore, there appeared to be the need to share methodologies with other teachers servicing children with similar characteristics.

Project "TRY" was developed to train teachers, aides and coordinators to ameliorate specific learning disabilities of youngsters presently in attendance in the regular classrooms of the public schools. The training effort was also designed to respond to the needs of parents with students demonstrating different learning patterns.

The total population included thirteen (13) reading resource teachers selected by the deputy director and regional coordinators of the Title I Special Education Department; thirteen (13) aides selected by the regional coordinator and school principal; and twelve (12) parent assistants selected by the principal and parent coordinator. All of the trainees met special criteria, as listed in the STELLAR Project Guide (Pitts and Johnson, 1977). The five (5) participating coordinators represented six (6) Title I administrative regions

of the District of Columbia. Additional participants in the training program were the Special Education Coordinator, Staff Development Coordinator, and the Deputy Director of the ESEA Title I Comprehensive Program.

The project implemented training sessions that realized the following objectives:

1. At the end of the training year (1976-77) a minimum of twenty-six (26) teachers and aides will be able to implement appropriately the curriculum for the child with different learning pattern components as demonstrated by Hillcrest Children's Center.
2. A minimum of twenty (20) parents will have been offered a training opportunity to maximize their childrens' capabilities.
3. At least thirteen (13) schools will be in the process of implementation and/or adaptation of the Hillcrest Children's Center curriculum.
4. Specific Hillcrest Children's Center materials will be developed for use by thirteen (13) teachers and thirteen (13) aides to be adapted to present with curriculum materials.
5. The dissemination to project participant of a methods and techniques text, A Special Delivery.
6. The dissemination of a diagnostic test, The Buddy Teacher Inventory.
7. The dissemination of other printed handouts for project implementation.

The project followed the projected procedure indicated in the original²⁵⁹

Schedule of Activity (see Appendix D, page 59). Project Status Reports reflect any deviation from the original Schedule of Activity. The training methodology followed the flow chart system illustrated in Appendix C, page 56. Evidence of the accomplishment of the project competencies was evaluated by trainees' performance on the stated, "Expected Competencies", Appendix F, page 83. These performances were evaluated by Hillcrest trainees in a field participation component.

Table 12

Number of Project Teaching Aides Agreeing with Questionnaire Statements
Pre and Post Project

Question	# Agree	
	Pre	Post
1. Aides are second teachers.	10	8
2. Aides are housekeepers.	10	10
3. Aides should teach.	9	7
4. Male aides equal the father in a classroom.	8	4
5. Female aides equal the mother in a classroom.	5	5
6. Aides are disciplinarians.	5	4
7. Aides' roles are dependent on teacher attitudes.	5	5
8. Aides have a set job description.	6	4
9. Aides are back-up personnel.	9	9
10. Aides would welcome a guideline.	9	10
11. Strict disciplinarian aides encourage less educational planning.	1	4
12. Aides and teachers should confer at the end of the day.	10	10
13. Aides and teachers should be friends.	9	9
14. Aides and teachers should plan together.	10	10
15. Aides and teachers should agree on managing childrens' behavior.	10	10
16. Aides' talents should be incorporated into the daily routine.	10	10
17. A teacher-aide is a non-certified teacher.	9	9
18. Aides are substitute teachers.	5	8
19. The principal is the aide's immediate supervisor.	10	9
20. Aides should attend training sessions on a regular basis.	10	261 10

PROJECT STATUS REPORT
 PROJECT TITLE: PROJECT "TRY" #1057-AA-NS-0-6-GA

PLANNED DURATION: Eight (8) Months

CURRENT PROJECT: End of First Month (Nov., 1976)

TIME DURATION: October 21 - November 18, 1976

SCHEDULE AND PERFORMANCE STATUS

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session One A.M.	Introduction/orien- tation - Pre- testing	Oct. 14th Planned	Behind	Session started 21st of October as re- quested by Deputy Director. From here on sessions will be dated as planned due to new starting date.	Completed	
	P.M. Group dynamics, i.e., characteristics of members of a group (observation and labeling be- haviors in a group.	Completed October 21				
	Participants and aides will receive six (6) college credits prior to October 1, 1976	Oct. 8	Behind	Registration projected for Feb. 3, 1977. University of VA. will grant graduate credits and/or under- graduate credits.	One-half completed Awaiting U. of Virginia contract	
Session Two A.M. 262	Problem Solving (Dr. Ozer) strategy as a basis for concrete goal writing, a process in clinical teaching diagnosis	Oct. 21 (planned) Nov. 4 (completed)	Behind	NO COMMENTS	One-fourth completion of Phase I	Complete 289
288						

PROJECT STATUS REPORT
SCHEDULE AND PERFORMANCE STATUS

PAGE: 2

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session Two P.M.	¹ Application of A.M. session in different trainee groups, i.e. coordinators, teachers, aides, & parents					
	² Psycho-social (Dr. Shorr & Mrs. Edwards) Develop- ment/and charac- teristics of "high risk" youngsters as it relates to lan- guage development		On	No comments	Phase I (Continued)	Complete
Session Three A.M.	(a) Session with Dr. Ozer review and application of diagnostic strategy, e.g. the problem solving cycle:				3/4 completion of Phase I	Complete
263	(b) Introduction to Language Development Nouns. (norms)			No Comments		
230						231

PROJECT STATUS REPORT
SCHEDULE AND PERFORMANCE STATUS

PAGE: 3

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session 3 P.M.	Presentation of 1) Application of a.m. session between trainees 2) Language stimulation film 3) Questions & answer period relevant to techniques & methods used to stimulate delayed speech.					
Session 4 A.M.	Dr. Ozer's Pro- cess - 1) Review of assignments re: planning based on identi- fied problem areas. 2) Demonstration of interview process with actual child to illustrate child's ownership of specific modality for learning, e.g., three stages of ownership: a. agreement b. verbalize c. select	Dec. 2	Behind		Completing Phase I	Comple

264

292

293

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE STATUS

PAGE: 4

ACTIVITY/ AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session 4 P.M. Deviation	CANCELLED	Incomplete	Behind	STELLAR Title I Meeting in P.M.	Afternoon project agenda un- able to be carried out.	
Session 5 A.M.	1) Repeat demon- stration of child interview method & techni- ques (younger child used). 2) Wrap up of total process of teacher inter- viewing & child interviewing in the process of problem as a basis for clinical diagnosis and appropriate goal setting.	Dec. 9, 1976				
P.M. 265	1) Psycho-social group dynamics- management stra- tegies used in behavior identi- fication. 2) Illustration & demonstration of conflict cycle & Life Space In-		(Mr. Worthy			295

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE STATUS

PAGE: 5

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session 6 A.M.	1. Evaluation of trainee competencies in educational assessment identifying behaviors.	Jan. 6, 1977	Behind	Some project participants were absent. Make-up sessions will be planned.	Preparation for implementation of Phase II.	In process of completion
P.M.	1. Demonstration of the application of previously learned skills in program planning.	Jan. 6, 1977	Behind	Same as above.	Continued preparation for entering Phase II. (Field site adaptation & supervision.)	Same as above.
Session 7 A.M.	1. Planning session for illustration & explanation of activities related to graduate credits within proposal goals.	Jan. 13, 1977	Behind	Adjustments in tasks related to goal	Still in transition in Phase II.	In process of completion
266	2. Rationale for use and administration procedures for specific tests.	Completed	Completed	Only outstanding activities in Session #6 for A.M. & P.M. are behind.	Completed	Completed
296						297

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE STATUS

PAGE: 6

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRE: WORK STA:
Session 7 P.M.	1. Continuation of A.M. session 2. Introduction to curriculum competency level 1-A.	Jan. 6, 1977	Behind		Completed	Comple
Session 8 A.M.	1. Registration for course cre- dits with Univ. of Va. 2. Rationale for use and adminis- tration proce- dures for additional tests.	Feb. 3, 1977	Behind	Some Project Partici- pants were absent. Registration must be completed before Feb. 11, 1977.	Completed	Comple
P.M.	1. Continuation of A.M. session. 2. Demonstration of curriculum competency level 1-A.	Feb. 3, 1977	Complete			Comple
Session 9 A.M.	1. Demonstration of production of phonemes.					

299

298

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE STATUS

PAGE: 7

[illegible]

PROJECT STATUS REPORT

PROJECT TITLE: PROJECT "TRY" #1057-AA-NS-0-6-GA

PLANNED DURATION: Eight (8) Months

CURRENT PROJECT: End of First Month (Nov., 1976)

TIME DURATION: March 3 - April 4, 1977

SCHEDULE AND PERFORMANCE STATUS

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session 10 A.M.	1) Teachers completed Ed. Profiles.	March 3	Complete	Co-ordinators were not present	Completed	Completed
	2) Aides completed C.B.I.		Incomplete			
	3) Co-ordinators were to complete competency tests.		Complete		Completed	Completed
	4) Test Interpretation.					
P.M.	1) Continuation of AM session	March 3	Complete			Completed
	2) Introduction to Curriculum Level II & demonstration of competencies.					
Site Visitation 3/14/77	H.C.C. staff visits STELLAR sites.	June 13,	On-going	Consultation for Curriculum Implementation & Classroom management.	Beginning of Project Phase III	On-going
Session 26 911 A.M.	Visits to H.C.C. by Project participants	May 26,	On-going			On-going
302						303

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE STATUS

PAGE: Two

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRES: WORK STAT:
P.M.	Workshop on Level III of Curriculum	March 17	Complete			
Site Visitation 3/21/77	H.C.C. staff visits to STELLAR sites	June 13	On-going			On-going
Site Visitation 3/28/77	H.C.C. staff visits to STELLAR sites	June 13	On-going			On-going
Session 12 A.M.	Visits of Pro- ject partici- pants to H.C.C.	June 13,	On-going		On-going	On-going
P.M.	1) Continuation of Level II and Demonstration of Competencies 2) Cluster groups review of Level II and demonstration of Competencies	March 31, 1977 March 31	Complete Incomplete	Emergency cancellation of session because of building evacuation	Completed	Comple
4/4/77	H.C.C. staff visits to STELLAR sites	June 13, 1977	On-going			On-going
270						
304						305

TITLE 1 - PROGRAM AGENDA

59

<u>DATE</u>	<u>TIME</u>	<u>ACTIVITY</u>	<u>PERSON</u>
OCT/21/76	AM	1- Introduction Program	Mrs. Edwards
	PM	1- Group Dynamics 2- Film	Mr. Worthy
NOV/4/76	AM	1- Aides take interview on roles 2- Teacher & Coordinators take competency test 3- Score of Specificity	STAFF Dr. Ozer
	PM	1- Group Sessions on Dr. Ozer's material 2- Background a. Social Histories b. "High Risk" Children (General) c. Urban Population d. Personality Development (Film by Dr. Lourie)	STAFF Dr. Shorr
/18/76	AM	1- Interviewing	Dr. Ozer
	PM	1- Follow-up on Dr. Ozer's material 2- Introduction to Hillcrest testing procedures 3- Group sessions a. Aides - Activity on management during testing b. Teachers & Coordinators Question/Answer and Discussion on testing devices	STAFF STAFF
DEC/2/76	AM	1- Interviewing	Dr. Ozer
	PM	1- Follow-up on Dr. Ozer's material 2- Management 3- Test Interpretation	STAFF Mr. Worthy
DEC/9/76	AM	1- LD - ED	Dr. Ciarde Mr. Worthy

271

MEMBER (CONTINUED)

DEC/9/76	PM	1- Cont. of test interpretation based on Dr. Charde and Mr. Worthy 2- Film 3- Concrete Goal Setting 4- Group Sessions	STAFF
		a. Aides - LSI based on reinforcement b. Teachers - Writing concrete goals for practical implication c. Coordinators - Supervision	
JAN/6/67	AM	1- LD - ED	Dr. Charde Mrs. Edwards
		2- Video on steps in phoneme/grapheme with copies	
	PM	1- Group sessions	STAFF
		a. Aides - Activity based on reinforcement to test interpretation b. Teachers - Steps in Level I of curriculum c. Coordinators - Supervision	
JAN/13/76	AM	1- Conflict Cycle	Mr. Worthy Mr. Gibson
		2- Video on LSI	
	PM	1- Group Sessions	STAFF
FEB/3/67	AM/PM	Curriculum Implementation	
FEB/17/76	AM/PM	Curriculum Implementation	
		Field Based Experience	
MAR/3/76	AM	Site Participation	
	PM	Seminar	
thru		a. Aides & teachers with Hillcrest aides & teachers b. Coordinators will work with consultants.	
MAY/26/1977			

FIELD BASED EXPERIENCES WILL CONSIST OF WORKSHOPS RELATIVE TO 272
 REPLICATION OF MODEL.....

THURSDAY SCHEDULE

MORNINGS

PROJECT "TRY" PARTICIPANTS IN FIELD SITE OF
H.C.C. CLASSROOMS

AFTERNOONS

CURRICULUM IMPLEMENTATION
COMPETENCY DEMONSTRATION
TEST INTERPRETATION

grs
3/1/77

PROJECT TITLE Project "TRY"

PLANNED DURATION Eight (8) Months

CURRENT PROJECT

TIME DURATION October 21, 1976 - May 18, 1977

SCHEDULE AND PERFORMANCE STATUS

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PERFORMANCE	
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS		PLANNED WORK STATUS	PRESENT WORK STATUS
Session One: Introduction	(1) Record names, addresses school of parents (2) Aims of group (3) Preliminary definitions of L.D. child	10/21/76	On Schedule			
Session Two: The Self Concept	(1) What it is and how it developed - "Who are you?" (2) Parental influences (3) Self concept of L.D. child	11/10/76	On Schedule			

275

309

310

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE SCHEDULE

PAGE 2

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS	PLANNED WORK STATUS	PRESENT WORK STATUS
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS			
Session Three: Levels of Personality Functioning	(1) Practical and working definitions of id, ego, superego (2) Ego functions and cognitive tasks	11/17/76	On Schedule			
Session Four: Deviations in Learning Ability	(1) Mental retardation (2) Brain damage (3) Emotional disturbance (4) Environmental deprivation (5) The L.D. child	12/1/76 Completed 12/7/76	Behind	Group discussion of individual cases was lengthy		
Session Five: Stages of Normal Child Development 276 311	Lecture and elicit from parents typical behaviors of each age level with regard to: (1) physical (2) emotional (3) cognitive (4) social Administer pre-test questionnaire	12/7/76	Behind	Pre-test questionnaire not presented		

312

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE SCHEDULE

PAGE 3

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS	PLANNED WORK STATUS	PRESENT WORK STATUS
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS	NO COMMENTS		
Session Six: The L.D. Child's Development	(1) Variability in levels of functioning in different areas (2) Parental management of developmental tasks	12/15/76 Completed 1/17/77	Behind	Group leader ill; substitute led group		
Session Seven: Language Development: Part I	Precursors in infancy and early childhood techniques of stimulation by parents	1/6/77 Completed 1/17/77	Behind	Snowstorm		
Session Eight: Language Development: Part II	Communication between parent and child (1) cognitive message (2) emotional message	1/17/77	Behind	Pre-test question- naire presented		
Session Nine: Parenting 27	(1) Attitudes of parent toward L.D. child (2) Management of behavior and feelings	2/2/77	Behind	(1) Completed developmental stage (2) Completed language development		

313

314

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE SCHEDULE

PAGE 4

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PLANNED WORK STATUS	PRESENT WORK STATUS
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS			
	(3) Structure			(3) Presented materials presented in later session (4) Reorganization of direction of group to: (a) develop parents' involvement group, a goal of the project (b) help mothers know how to deal with specific children, a goal of the attending mothers		
Session Ten: Parent Involvement oo	Materials presented from NEA and <u>Closer Look</u>	2/16/77	On Schedule	Mothers wrote for materials to start their own group		

315

316

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE SCHEDULE

PAGE 5

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PLANNED WORK STATUS	PRESENT WORK STATUS
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS			
<u>Session Eleven:</u> Assessment Devices: Part I	(1) Formal test shown for young children (2) Screening for parents at home; intervention and stimulation at home	3/2/77	On Schedule			
<u>Session Twelve:</u> Parental Attitudes Toward the Diagno- sis of Mental Retardation		3/16/77	On Schedule			
<u>Session Thir- teen:</u> Assessment Devices: Part II	(1) Formal tests shown for older children (2) Screening, interven- tion and stimulation at home	4/6/77	On Schedule			

279

317

318

PROJECT STATUS REPORT

SCHEDULE AND PERFORMANCE SCHEDULE

PAGE 6

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS NO COMMENTS	PLANNED WORK STATUS	PRESENT WORK STATUS
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS			
Session Four- teen: The Diagnosis, Treatment and Parental Attitudes toward L.D.	Filmstrip and Discussion	4/20/77	On Schedule	Review of past materials on this subject		
Session Fif- teen: Common Pro- blems of Children	Filmstrip: <u>Bathing, Dress- ing, Feeding, Toileting</u> Discussion	5/4/77	On Schedule	Filmstrips offered review of materials presented earlier, and emphasized im- portance of parental attitudes and con- cerns. This later aspect had not been done due to reorga- nization of the sche- dule.		
280						
319						320

SCHEDULE AND PERFORMANCE SCHEDULE

PAGE 7

ACTIVITY AND/OR DEVIATIONS	DESCRIPTION OF ACTIVITY	SCHEDULE		COMMENTS	PLANNED WORK STATUS	PRESENT WORK STATUS
		PLANNED COMPLETED DATE	PRESENT SCHEDULE STATUS			
<u>Session Six-</u> <u>teen:</u> Common Pro- blems of Children	Filmstrip: <u>Day to Day</u> <u>with Your Child</u>	5/18/77	On Schedule			

APPENDIX E
COORDINATION AND SUPERVISION

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1220 UPPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 4, 1976

MEMORANDUM TO: Regional Coordinators and the Coordinators
for Special Education, Staff Development,
and Parental Involvement

You are requested to serve as members of the Title I STELLAR Project Coordinating Committee. The functions of this committee will include the planning, supervision, and assessment of project implementation activities. Individual responsibilities of the Committee as regards these broad function areas will be defined by the members of the committee.

It is suggested that an adjunct committee be formed to serve as a Support and Assistance Team with the responsibility for providing support and assistance in the implementation of the project. This team would be composed of the members of the Coordinating Committee, the five assistant regional coordinators, one resource teacher from each region, and the Curriculum Development Coordinator.

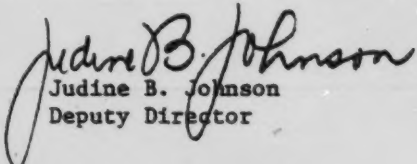
This and other items are included in the attached tentative agenda for discussion and action at the meeting scheduled for Thursday, October 7, 1976 which will begin at 1:00. (Kindly note the change in time.)

Also included is the "Guide to the Implementation of the STELLAR Project." It is essential that you thoroughly review it in preparation for the meeting.

Your assistance and participation in this capacity will provide the leadership and resources required for effective project implementation. It is sincerely hoped that you will consent to serve.

Attachments:
Guide to the STELLAR Project
Time Line
Tentative Meeting Agenda

cc: Anne W. Pitts


Judine B. Johnson
Deputy Director

JBj/apw

283

STELLAR PROJECT COORDINATING COMMITTEE
October 4, 1976

PROPOSED TIME LINE
FOR STELLAR PROJECT IMPLEMENTATION

Date (s)	Task/Activity	Resources Needed
Mon. - Thurs. Oct. 4-7	Preparation for Thursday's meeting: 1. Thorough review of "guide to STELLAR Project" 2. Review of supplementary information attached to memo	STELLAR Guide Memo Supplements
Tues. Oct. 5	Selection of STELLAR teachers and aides, prog. assistants Selection of STELLAR parent assts.	Selection criteria Reg. Coordinators Parent Coordinators
Thurs. Oct. 7	1. Initial meeting of STELLAR Coordinating Committee 2. Orientation to STELLAR Project 3. Submission of STELLAR staff names and sites	Reg., parent, staff dev., spec. ed. coords.
Mon. Oct. 11	(Individual) Orientation of STELLAR site principals	Reg. Coords. S&A team
Tues. Oct. 12	Orientation and Training of all STELLAR staff member (9:00 - 3:00)	Coordinating Committee S&A team
Wed. - Fri. Oct. 13-15	Preparation for Implementation: Selection of students; scheduling; reporting to school staff; reporting to parents; center environment arrangements; Spring PRT needs identification	Coord. Committee S&A team STELLAR staffs STELLAR principals
Mon. Oct. 18	Commencement of STELLAR Project, Cycle I	STELLAR staffs
Wed. Oct. 20	Selection of STELLAR parent trainees	Parent coord. Staff dev. coord.
Thurs. Oct. 21	Commencement of teacher, aide, coord. training w/Hillcrest Training Agency	Hillcrest trainers
Mon. Oct. 25 and other designated dates	Commencement of S&A team training	Coord. Committee

PROPOSED TIME LINE

Tues. Oct. 26	Random selection of comparison group students (needed: list of names of students served in each lab)	Coord. Committee
Thurs. Oct. 14	Meeting with Mrs. Edwards of HCC	Coord. Committee
Tues. - Thurs. Oct. 26-28	Administration of oral language, written language, and self-concept pre-measures, Cycle I students	Coord. Committee S&A team STELLAR staffs
Mon. Nov. 8	Commencement of HCC parent training component	Parent coord. Staff dev. coord. HCC trainer Coord. Committee
Tues. - Thurs. Feb. 1-3	Oral language, written language, and self-concept post-measures, Cycle I students	STELLAR staffs S&A team Coord. Committee
Wed. Feb. 9	Conclusion of STELLAR Cycle I	STELLAR staffs
Mon. Feb. 14	Commencement of STELLAR Cycle II (preceded by selection of STELLAR and comparison group students)	S&A team Coord. Committee STELLAR staffs
Tues. - Thurs. Feb. 22-24	Oral language, written language, and self-concept pre-measures, Cycle II students	S&A team Coord. Committee STELLAR staffs
Mon. Apr. 4	Commencement of consultant services by reading-language teachers and aides to classroom staffs	HCC trainers S&A team Coord. Committee STELLAR staffs
Tues. - Thurs. May 24-26	Oral language, written language, and self-concept post-measures, Cycle II students	S&A team Coord. Committee STELLAR staffs
Fri. May 27	Conclusion of HCC parent training con- ponent	HCC trainer Parent coord. staff dev. coord.
Wed. Jun. 1	Conclusion of STELLAR Cycle II	STELLAR staffs
Fri. Jun. 10	Conclusion of STELLAR Project	Coord. Committee S&A team STELLAR staff 285 HCC

TENTATIVE AGENDA FOR THE MEETING OF
THE STELLAR PROJECT COORDINATING COMMITTEE

Perry Building
October 7, 1976

- 1.0 The Coordinating Committee: Composition, Functions, Responsibilities, and Training
- 2.0 The Support and Assistance Team (S&A): Composition, Functions, Responsibilities, and Training
- 3.0 Overview of the STELLAR Project
 - 3.1 The Guide to STELLAR Project Implementation
 - 3.2 Modifications
- 4.0 Time Line for Project Execution
 - 4.1 Feasibility
 - 4.2 Modifications
- 5.0 Hillcrest Children's Center Training Agency
 - 5.1 Its Role and REsponsibilities
 - 5.2 Title I's Role and Responsibilities
 - 5.3 College credits - graduate status
- 6.0 Orientation and Training for Project Implementation of Components 1,2, and 5
 - 6.1 Principals
 - 6.2 STELLAR Staff
 - 6.3 S & A Team
- 7.0 Selection of Students (treatment and comparison groups)
- 8.0 Development of pre-post measures to assess change in oral language, written language, and self-concept

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1886 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 14, 1976

STELLAR Coordination's Committee Agenda

Task: To plan the orientation and training session scheduled for Tuesday, October 19, 1976:

Teachers and Aides - 8:45 - 3:00 p.m.

Parent and Program Assistants - 8:45 - 12:00 noon

TOPICS

1. Review of the STELLAR Project design: its rationale, goals, design, and evaluation
2. Selection and scheduling of students
3. Team teaching: rationale, team member roles, and processes
4. Lab environment
5. Individually Prescribed Instruction Procedures - (p. 28-29)
 - 5.1 Identifying and recording individual student needs from the PRT profile
 - 5.2 Selecting a category or sub-area of learning need
 - 5.3 Selecting instructional objectives for a four month period
 - 5.4 Writing the learning prescription (planning)
 - 5.5 Implementing the instructional plan
 - 5.6 Post-assessment activities to determine mastery
6. Language Development
 - 6.1 Responding to language or literature
 - 6.2 Sustained silent reading

6.3 Composing

7. Materials

7.1 Identification of commercial materials which we will request for use in STELLAR centers

7.2 Media equipment

7.3 Exploration of additional commercial materials, perhaps as on a "pilot" basis

8. Peer tutoring: rationale, processes

9. Self concept: enhancers (team, peers, learning successes, learning environment)

10. Record-keeping

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1800 UPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 27, 1976
LEA #239

MEMORANDUM TO: STELLAR Project Coordinating Committee
and STELLAR Staffs

The following information is provided in response to the questions raised during the orientation session on Tuesday, October 19, 1976.

Addison Wesley's skills development program in Target Red, Target Yellow, and Sentence Comprehension, will be the commercial reading/language program materials provided for all STELLAR Centers, with mid-November as the target delivery date.

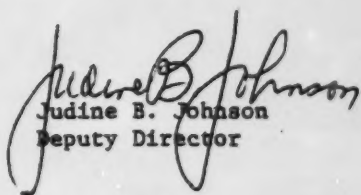
Modifications in the time schedule will be accepted as long as four groups of students are served daily in periods of at least 55 minutes each. The rationale or justification for this or other modifications should be briefly written and copies given to your coordinator and to myself and one for your files.

STELLAR centers will receive Addison Wesley commercial skills development programs. The Target Reading Skills Program is designed to provide sequential skills development activities for attaining identified behavioral objectives. It will include three kits: Target Red (Auditory - Visual Discrimination), Target Yellow (Phonetic Analysis), and Target Blue (Structural Analysis). Each kit will include duplicating masters for pretests and "target sheet" lessons, cassette recordings, progress charts, file labels, and a teacher's manual. Each center will also receive a Sesame Street/Electric Company Sentence Comprehension Kit designed to help children understand meanings of sentences and theological kit relationships implied. The kit contains a teacher's resource book, sound filmstrips, audio activities, comics, minibooks, and games. Materials training will be provided.

No specific manipulatives for perceptual skills development have been identified at this time. The HCC training component will provide some strategies for perceptual development.

Students selected for STELLAR Project participation should not include those assessed by the Department of Special Education for special programming by school-based teachers, either through direct or indirect service. The selected students are to be those considered "most in need," using the criteria of percentile ranking and teacher observation and judgement.

It would be well to select Cycle I Emery students from the "Northeast" side (those who are not likely to transfer) and reserve Cycle II slots for incoming students who are most in need.


Judine B. Johnson
Deputy Director

cc: Mrs. Anne W. Pitts

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1226 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

October 28, 1976

Memorandum to: Regional Coordinators and STELLAR Committee Members

Re: STELLAR Project Implementation

Your attention is directed to the following:

1. Kindly remind your teachers and aides of the next HCC training session, Thursday, November 4, 1976.
2. Submit a copy of the list of Cycle I STELLAR students by Friday, November 5, 1976. A folder will be placed on the conference table for this purpose. Label each center list. The attached format delineates the information needed for each student. Group students in alphabetical order in ascending grade order (1-2-3). You will receive forms for the recording of information.
3. Manipulatives suitable for perceptual skills development are now being identified by Ms. Thomas and Mrs. Lee. They will be labeled by center by Monday. Kindly see that they are delivered to the STELLAR centers. (This was a specific request of one teacher to which we are pleased to be able to respond.)
4. An orientation "package" is available to aid in disseminating information to school staffs. We have a "loan system" operating!
5. Have you made plans for the "transfer" of HCC training to your regional staffs? Do you need help?

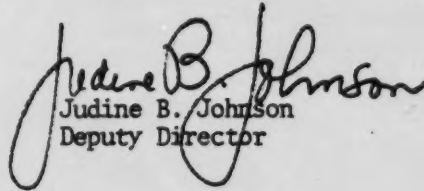
STELLAR Center _____

Cycle I Student Roster

<u>Name</u>	<u>Grade</u>	<u>Age</u>	<u>File</u>	<u>Sex</u>	<u>ID No.</u>
-------------	--------------	------------	-------------	------------	---------------

Page 2
Re: STELLAR Project Implementation

6. Do the HCC training dates appear O.K.?
7. Collect two copies of each center's schedule, and submit one copy to this office. The schedule should include, or have appended to it, the name and grade of each student in Group A, B, C, and D.
8. Indicate the following information for each center: the day of parent assistant service and the days of program assistant service.
9. Remind each program assistant to maintain an inventory of Title I supplied equipment and commercial materials. Inventory forms will be given to you (for transmittal to them) for this purpose.


Judine B. Johnson
Deputy Director

STELLAR PROJECT COORDINATING COMMITTEE MEETING

AGENDA

1.0 Hillcrest Training Component for Coordinators

1.1 Cours requirements

1.2 Viewing video-tapes for missed sessions

2.0 Title I Reading Lab Student Comparison Group

2.1 Matched for:

"High-performance" teacher
Grade
Sex
Length of instruction (one semester)

2.2 Number of students needed

<u>Region</u>	<u>No. Tchs.</u>	<u>Sts Per School</u>	<u>Total No. Sts.</u>
I	3	96	288
II & VI	1	96	96
III	3	96	288
IV	3	96	288
V	2	96	192

2.3 Due date: Friday, February 25th

2.4 Format (See Attachment I)

2.5 Information needed about STELLAR students in each cycle:

In grade 1:	No. boys _____	No. girls _____
In grade 2:	No. boys _____	No. girls _____
In grade 3:	No. boys _____	No. girls _____

3.0 Maintenance of Assessment Records

3.1 Self-concept checklists (2 sets for all students in each cycle)
sent to Title I office.

- 3.2 Oral language tapes (2 recordings for 8 Cycle I students) maintained in center.
- 3.2 Written compositions (2 compositions for 8 Cycle I students) maintained in center.
- 4.0 Teaching Team Effectiveness
 - 4.1 Teachers
 - 4.2 Aides (½ time in direct instruction)*
 - 4.3 Program Assistant (one hour daily)
 - 4.4 Parent Assistant (four hours weekly)
 - 4.5 Use of planning periods - written team plans*
- 5.0 Center Environment
- 6.0 Curriculum Implementation
 - 6.1 Quality of STELLAR instruction
 - 6.2 Application of IPI procedure: mastery assessment, mastery documentation*
 - 6.3 Videotape lessons
 - 6.4 Inter-regional visitations
 - 6.5 Language emphases
 - 6.6 Variety of activities and full use of time
- 7.0 Revised D-P Form for Cycle II (SP-03)
 - 7.1 Needs
 - .lack of use of A-W forms
 - .documentation of all D-P information*
 - .pre-selection of Cycle II objectives
 - 7.2 Alert all STELLAR teachers that D-P forms for Cycle II will follow. (See Attachment II)

*USOE team inquiry

8.0 Materials and Media

8.1 Inventory of incomplete kits or components

8.2 Availability and usage of equipment

9.0 Peer Tutoring

9.1 Incidence of use?

9.2 Training/demonstrations needed?

10.0 Staff Development Needs

10.1 Regional?

10.2 District-wide?

11.0 Communications with Teachers and Parents

11.1 Documented, periodic communications with classroom teachers*

11.2 End-of-cycle reports to parents and teachers (See Attachment III)

11.3 Open House

12.0 Specialized Staff Training

12.1 Informal assessment of training effectiveness

12.2 Teacher/aide utilization of new information and strategies

12.3 Upcoming field experiences

12.4 Informal assessment of competencies gained and areas of need (p. 23).

12.5 Development of "Trainee Competency Verification Form," (pp. 34, 35).

12.6 Trainees' satisfaction with training program

12.7 Transfer of strategies to classroom staff

cc:
Mrs. Anne W. Pitts

295

ESEA TITLE I COMPREHENSIVE PROGRAM

THE STELLAR PROJECT

OBSERVATION AND PLANNING RECORD

Team Utilization of Training Skills and Concepts

Skill/concept _____ Training Date _____

Team Members _____ Center _____

Implementation Profile

When Utilized?

How Effective?

Observation Date

Highly
Effective

Effective

Ineffective

1.

2.

3.

4.

5.

Needs Identified

Plans for Meeting the Need

Progress

Signature _____ 296
Position _____
Date _____

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1826 UPMAR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

January 13, 1976

MEMORANDUM TO: Regional Coordinators

The following is a schedule of planned on-site visitations to STELLAR Centers. Kindly advise me if there are reasons which would make these visitations inappropriate at this time. It would be helpful if you or a member of your staff could also be present at the time of the visitation.

Attached is a copy of a revised observation summary which is more appropriate for STELLAR Centers, and it will be used for observation documentation.

Monday, January 17, 1977

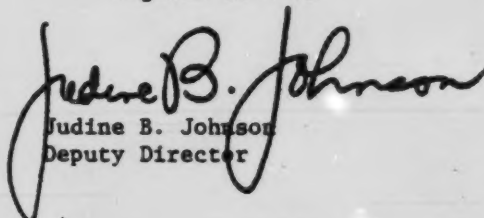
9:00	Turner	Region I
10:30	Congress Heights	Region I
1:00	J. O. Wilson	Region IV
2:00	Lovejoy	Region IV

Tuesday, January 18, 1977

9:00	Harris	Region III
10:30	Richardson	Region III
1:00	Meyer	Region V
2:00	Seaton	Region V

Wednesday, January 19, 1977

1:00	Emery	Regions II & VI
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Judine B. Johnson
Deputy Director

cc: Mrs. Anne Pitts

JBj/apw

TITLE I STELLAR CENTER OBSERVATION SUMMARY

Teacher _____ School _____
Aide _____ Date _____ Time _____

1.0 Student Group Scheduling Information

1.1 No. of students in group _____ 1.2 Grade levels _____

2.0 Activity Description

2.1 Skills developed/reinforced/extended

2.2 Teaching strategies employed

2.3 Team member activities

2.4 Learner activities

2.5 Assessment instrument (s) used

2.6 Materials and media utilized

3.0 Observable evidence of:

	<u>Adequate</u>	<u>Inadequate</u>	<u>Comments</u>
3.1 Correlation of skill development activity to diagnosed skill need	_____	_____	_____ _____ _____
3.2 Teacher indication of student mastery levels achieved	_____	_____	_____ _____ _____
3.3 Individualization of instruction	_____	_____	_____ _____ _____
3.4 Opportunities for reading for enjoyment	_____	_____	_____ _____ _____
3.5 Integration of all language skills	_____	_____	_____ _____ _____
3.6 Peer teaching	_____	_____	_____ _____ _____
3.7 Stimulating learning environment	_____	_____	_____ _____ _____
3.8 Interaction between student-teacher and student-student	_____	_____	_____ _____ _____
3.9 Implementation of teaching strategies and information from special (HCC) training program	_____	_____	_____ _____ _____

3.10 Record-keeping system

- .1 Weekly schedule
- .2 List of pupils served
and % rank
- .3 Diagnostic-prescriptive
summaries
- *.4 Class summary of
skills mastered
- .5 Assessment measures:
 - Language topics
 - Written compositions
 - Self-concept scales

4.0 Teacher comments

5.0 Coordinator/assistant comments:

Compiler and observer:

Judine B. Johnson
Deputy Director
Date _____

*To be distributed

APPENDIX F
ASSESSMENT INSTRUMENTATION AND DOCUMENTATION

MEMORANDUMMEMORANDUM

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
415-12th Street, N.W.
Washington, D.C. 20004

Date April 29, 1976

Originators Serial Number LEA #145

Retention Date 8/31/76

Referral Document _____

TO: All Title I Resource Teachers
Title I Elementary Schools

FROM:

SUBJECT:

The attached is an assessment survey of the needs of Title I students.

This activity is designed to obtain information for use in the design of an effective summer learning program for Title I students.

Before the components of such a program can be designed, we need to know:

1. The needs of the Title I students you have served during this school year
2. The teaching techniques, approaches, media, and tools you feel do most to facilitate learning

The information you are asked to provide will be based upon your professional judgement and assessment.

An analysis of the results of the survey will be disseminated to all resource teachers, LEA program staff, and school administrators.

Kindly complete all of the appropriate parts of this survey and return it by Friday, May 6, 1976 to:

Mrs. Judine B. Johnson
Deputy Director
Title I Comprehensive Program
Perry Building Route 2

We are most appreciative of your many services for the continued learning improvement of Title I students.

Approved: Anne W. Pitts

Judine B. Johnson
Judine B. Johnson
Deputy Director

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
ASSOCIATE SUPERINTENDENT
DIVISION OF INSTRUCTIONAL SERVICES
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

EXECUTIVE DIRECTOR
E.S.E.A. TITLE I

April 29, 1976

TITLE I RESOURCE TEACHER ASSESSMENT SURVEY
STUDENT NEEDS

Name _____ Total No. Title I Students on
Combined List* _____
Position _____
School _____ Total Title I Students on Reading
or Math List** _____
Date _____ Total No. Title I Students Served _____

PART I. If you are a Title I Reading Teacher or a Title I
Combination Teacher, complete Part I.

Directions: Respond to each item. Place a check mark (X)
in the Yes or No column. Next, write the
approximate percentage of children who
display this problem. Then, indicate
the grade level at which the problem
appears to be most severe.

QUESTION: Do the majority of the children whom you serve
display:

	<u>Yes</u>	<u>No</u>	<u>Students</u>	<u>K-1-2-3</u>
1. Problems in listening comprehension?	_____	_____	_____	_____
2. Problems in communicating orally with their peers?	_____	_____	_____	_____
3. Problems in communicating orally with you, the teacher?	_____	_____	_____	_____
4. Lack of interest in reading independently?	_____	_____	_____	_____
5. Problems using phonetic analysis in decoding words?	_____	_____	_____	_____

* Combined list of students identified for reading and math services

** Total number of students on the reading list or mathematics list,
depending on the subject you teach.

304

	<u>Yes</u>	<u>No</u>	<u>Students</u>	<u>K-1-2-3</u>
6. Problems using structural analysis in decoding words?	_____	_____	_____	_____
7. Problems in using content clues in decoding words?	_____	_____	_____	_____
8. Problems in using picture clues in decoding words?	_____	_____	_____	_____
9. Problems with word meanings?	_____	_____	_____	_____
10. Problems using study skills?	_____	_____	_____	_____
11. Reading comprehension problems?	_____	_____	_____	_____
12. Problems in communicating through written language?	_____	_____	_____	_____

PART II. If you are a Title I Mathematics Teacher or a Title I Combination Teacher, complete Part II?

Directions: Respond to each item. Place a check mark (X) in the Yes or No column. Next, write the approximate percentage of children who display this problem. Then, indicate the grade level at which the problem appears to be most severe.

QUESTION: Do the majority of the children whom you serve display:

	<u>Yes</u>	<u>No</u>	<u>Students</u>	<u>K-1-2-3</u>
1. Problems with ordering numbers to 10?	_____	_____	_____	_____
2. Problems with ordering numbers to 100?	_____	_____	_____	_____
3. Problems with the counting of money?	_____	_____	_____	_____
4. Problems with whole number addition?	_____	_____	_____	_____
5. Problems with whole number subtraction?	_____	_____	_____	_____
6. Problems with whole number multiplication?	_____	_____	_____	_____

	<u>Yes</u>	<u>No</u>	<u>Students</u>	<u>K-1-2-3</u>
7. Problems with whole number division?	_____	_____	_____	_____
8. Problems with measurement?	_____	_____	_____	_____
9. Problems with geometry?	_____	_____	_____	_____
10. Lack of skill in problem-solving?	_____	_____	_____	_____
11. Problems with application of mathematics skills to practical situations?	_____	_____	_____	_____
12. Lack of interest in using mathematics concepts and processes?	_____	_____	_____	_____

PART III. All Title I Resource Teachers are to complete Part III

Directions: Respond to each item. Place a check mark (X) in the Yes or No column. Next, write the approximate percentage of children who display this problem. Then, indicate the grade level at which the problem appears to be most severe.

QUESTION: Do the majority of the children whom you serve display:

	<u>Yes</u>	<u>No</u>	<u>Students</u>	<u>K-1-2-3</u>
1. Problems related to self-concept?	_____	_____	_____	_____
2. Problems with peer relationships?	_____	_____	_____	_____
3. Problems relating with you, as an adult?	_____	_____	_____	_____
4. Problems completing independent assignments?	_____	_____	_____	_____
5. Lack of background information and experiences needed to understand and use concepts?	_____	_____	_____	_____

	<u>Yes</u>	<u>No</u>	<u>Students</u>	<u>K-1-2-3</u>
6. Problems in working with younger children?	_____	_____	_____	_____
7. Problems in working with older children?	_____	_____	_____	_____
8. Health problems that interfere with learning?	_____	_____	_____	_____
9. Short attention spans?	_____	_____	_____	_____
10. Withdrawn behavior characteristics that interfere with learning?	_____	_____	_____	_____
11. Aggressive behavior characteristics that interfere with learning?	_____	_____	_____	_____
12. High absentee rates in your classes?	_____	_____	_____	_____

PART IV. All Title I Resource Teachers are to complete Part IV.

Directions: For each teaching approach, medium, technique, or tool listed below, indicate with a check mark (X):

- Whether you have found that it facilitates or hinders learning, and
- The approximate percentage of time you employ it

	<u>Facilitates</u>	<u>Hinders</u>	<u>% of Time Employed</u>
1. Grouping based on skill needs	_____	_____	_____
2. Grouping based on age	_____	_____	_____
3. Grouping based on grade level	_____	_____	_____
4. Grouping based on sex	_____	_____	_____
5. Use of films	_____	_____	_____
6. Use of filmstrips and slides	_____	_____	_____
7. Use of transparencies and overhead projectors	_____	_____	_____

	<u>Facilitates</u>	<u>Hinders</u>	<u>% of Time Employed</u>
8. Use of tapes and records	_____	_____	_____
9. Use of art paper, crayons, paints	_____	_____	_____
10. Use of paper-and-pencil activities	_____	_____	_____
11. Use of psychomotor activities	_____	_____	_____
12. Use of dramatic play, role playing	_____	_____	_____
13. Use of commercial teaching materials	_____	_____	_____
14. Use of teacher-made devices	_____	_____	_____
15. Individualized learning activities	_____	_____	_____
16. Learning station activities	_____	_____	_____
17. Programmed instructional activities	_____	_____	_____
18. Whole-group teacher directed activities	_____	_____	_____
19. Small group activities	_____	_____	_____
20. Independent activities	_____	_____	_____

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

415-12th Street, N.W.
Washington, D.C. 20004

Date July 23, 1976

Originators Serial Number LEA #18

Retention Date 8/31/76

Referral Document _____

TO: All Title I Reading Resource Teachers
Employed in the 1976 Title I Summer Program

FROM:

SUBJECT:

In order to plan adequately for the FY 1977 Title I program of supplementary reading instruction for identified Title I students, it is necessary to obtain additional assessment information. A primary source of this information is the Title I reading teacher.

You are requested to assist us by completing the attached assessment. Return it no later than August 9, 1976 to:

Mrs. Judine B. Johnson
Deputy Director
Title I Comprehensive Program
Perry Building Route 2

If there are questions or more clarification is needed, kindly call 576/6262/3/5/6.

We are highly appreciative of your many, many services for the continued improvement of learning for Title I students.

Approved: Anne W. Pitts

Anne W. Pitts
Executive Director

Judine B. Johnson
Judine B. Johnson
Deputy Director

Attachment

JBj/apw

309

**TITLE I READING RESOURCE TEACHER ASSESSMENT
OF SUPPLEMENTARY READING PROGRAM NEEDS**

Name _____

FY 1976 School Assignment _____

Region _____

GENERAL DIRECTIONS: Read each item carefully. Respond to each item.

PART I DIRECTIONS: Complete the three items below by recording a percentage figure. The sum of your three figures should total 100%.

1.0 Of the children whom you served in the Title I reading lab last year (1975-76),

1.1 What percentage do you feel will show 10 months (one year) gain in reading when administered the fall standardized achievement test?

 %

1.2 What percentage do you feel will show more than 10 months (one year) gain in reading?

 %

1.3 What percentage do you feel will show less than 10 months (one year) gain in reading?

 %

PART II DIRECTIONS: Complete each item by placing a check mark (X) in the "yes" or "no" column.

2.0 Do you feel that the following would have improved the services of your reading lab program for Title I students?

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 2.1 More inservice training? | _____ | _____ |
| 2.2 Different use of instructional time? | _____ | _____ |
| 2.3 More assistance from the Title I staff? | _____ | _____ |
| 2.4 Educational aide service in your lab? | _____ | _____ |
| 2.5 Different teaching techniques? | _____ | _____ |
| 2.6 A different curriculum for the lab program? | _____ | _____ |
| 2.7 Change in length of lab periods? | _____ | _____ |
| 2.8 Change in resource teacher's role to emphasize student instruction responsibilities? | _____ | _____ |

310

PART III

DIRECTIONS: Rank the following according to the amount of improvement you feel each would make toward greater reading achievement by students who are served in your lab. 1 = would result in the greatest improvement; 8 = would result in the least improvement. Use numbers 1, 2, 3, 4, 5, 6, 7, and 8 accordingly.

Ranking
(1 through 8)

- _____ More inservice training
- _____ Different use of instructional time
- _____ More assistance from the Title I program staff
- _____ Educational aide service in the lab
- _____ Different teaching techniques
- _____ Different curriculum for the lab
- _____ Change in length of lab periods
- _____ Change in resource teacher's role to emphasize student instruction responsibilities

PART IV

DIRECTIONS: Complete each item.

4.0 Kindly provide the requested background information.

4.1 Number of years in the Title I resource teacher position. _____ years

4.2 Total number of years teaching experience, including resource teacher experience. _____ years

4.3 Highest degree earned. _____ degree

4.4 Undergraduate major. _____

Graduate major. _____

4.5 Total graduate credits in reading instruction _____ credits

4.6 Total graduate credits in educational psychology _____ credits

4.7 Total graduate credits in individualizing instruction _____ credits

4.8 Total graduate credits in urban education of teaching the inner city child. _____ credits

Thank you. Please return
completed assessment to the
Title I Office

TABLE 1
 READING-LANGUAGE NEEDS IDENTIFIED BY 48 TITLE I
 READING TEACHERS AS PROBLEM AREAS FOR
 THE MAJORITY OF STUDENTS SERVED

Reading-Language Problem Areas	No. Tch. Responding	% Tch. Responding
Listening comprehension	38	80%
Oral communication with peers	10	21
Oral communication with the teacher	5	31
Interest in independent reading	30	63
Phonetic analysis	46	96
Structural analysis	46	96
Using content clues in decoding	40	83
Using picture clues in decoding	16	33
Word meaning	41	85
Study skills	42	88
Reading comprehension	44	92
Written communication	45	94

TABLE 2
 RANKING OF READING-LANGUAGE PROBLEM AREAS
 BY PERCENTAGE OF TEACHER RESPONDENTS

Ranking	% Tch. Responding	Reading-Language Problem Area
1	96%	Phonetic analysis
2	96	Structural analysis
3	94	Written communication
4	92	Reading comprehension
5	88	Study skills
6	85	Word meanings
7	83	Using content clues in decoding
8	80	Listening comprehension
9	63	Independent reading
10	33	Picture clues
11	31	Oral communication with peers
12	21	Oral communication with the teacher

TABLE 3
LEARNING-SUPPORT NEEDS IDENTIFIED BY 48 TITLE I
READING TEACHERS AS PROBLEM AREAS FOR THE
MAJORITY OF STUDENTS SERVED

Learning-Support Problem Areas	No. Tchs. Responding	% Tchs. Responding
Self-concept	29	60%
Peer relationships	15	31
Teacher-student relationships	5	10
Completion of independent assignments	38	79
Background information and experiences	45	94
Working with younger students	2	4
Working with older students	2	4
Health	14	29
Short attention span	39	81
Withdrawn behavior	8	17
Aggressive behavior	22	46
High absentee rate	14	29

TABLE 4
RANKING OF LEARNING-SUPPORT PROBLEM AREAS
BY PERCENTAGE OF TEACHER RESPONDENTS

Ranking	% Tchs. Responding	Learning-Support Problem Areas
1	94%	Background information and experiences
2	81	Short attention span
3	79	Completion of independent assignments
4	60	Self-concept
5	46	Aggressive behavior
6	31	Peer relationships
7	29	Health
8	29	High absentee rate
9	17	Withdrawn behavior
10	10	Teacher-student relationships
11	2	Working with younger students
12	2	Working with older students

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1888 UPPONUE STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

November 10, 1976
LEA #248

MEMORANDUM TO: STELLAR Project Staffs

Re: Evaluation Procedures Related to Self-Concept,
Oral Language, and Written Language

The following outlines the procedures to be used in the
pre-assessment of "entry level" student behaviors.

1.0 Self-Concept

1.1 Instrument

"The Staff Checklist for Assessing Change in
Student Self-Concept"

1.2 Participating Pupils

All 48 STELLAR Project students in Cycle I

1.3 Dates for Completion of Assessment Instrument

Monday, November 15 through Friday, November 19, 1976
(Tuesday and Thursday are training days)

1.4 Staff Involved

The reading-language teacher and the educational aide

1.5 Directions

Together, the teacher and aide will read the description
of checklist behaviors, discuss observable behaviors displayed
by the student, and check the appropriate numeral which
corresponds with the behavior observed. Upon completion,
both the teacher and aide will sign the form.

1.6 Assistance Needed

Duplication of the checklist by the program assistant

1.7 Date for Submission of the Instruments

Package all 48 checklists in one folder and mail it on Monday, November 22, 1976 to Mrs. Judine Johnson. They should be received at the Perry Building by Wednesday, November 24, 1976.

2.0 Oral Language

2.1 Instrument

"The Inventory for Assessing Change in Oral Language," to be developed, will be distributed to staffs after completion of the post-assessment activity. This instrument will be used for you to record your comparison of student oral language performance.

2.2 Participating Students

Eight students (17 percent) will participate in this assessment activity. They will be selected as follows: the first two children of an alphabetical listing of Group A, Group B, Group C, and Group D. The grade placement of children will not be considered.

2.3 Dates for Implementing the Assessment

Monday, November 15 through Friday, November 19, 1976
(Tuesday and Thursday are training days)

2.4 Staff Involved

The reading-language teacher will administer this assessment.

2.5 Directions

.1 Each center will be given one audiotape. Label it, "Oral language pre-assessment, Cycle I," When assessments are completed, put it away in a safe place.

.2 Tape a three-minute informal conversation with each student. Although any subject may be discussed, it should be one that is interesting enough to sustain a discussion of this length.

.3 Tell the child he has been selected to participate in an activity to help both of you discover the changes that will occur in his spoken language between the start and finish of his center instruction.

.4 At the start of the conversation, his name, your name, the school, the region, and the date.

2.6 Assistance Needed

None identified at this time.

2.7 Date for Submission of Audiotapes

Hold for comparisons at the end of the cycle.

3.0 Written Language

3.1 Instrument

"The Inventory for Assessing Change in Written Language," to be developed, will be distributed to staffs after completion of the post-assessment activity. This instrument will be used for you to record your comparisons of student written language performance.

3.2 Participating Students

Eight students (17 percent) in grades 2 and 3 will participate in this assessment activity. They will be selected as follows: The last two children of an alphabetical listing of Group A, Group B, Group C, and Group D who are also in grade 2 or grade 3.

3.3 Dates for Implementing the Assessment

Monday, November 15 through Friday, November 19, 1976
(Tuesday and Thursday are training days)

3.4 Staff Involved

The reading-language teacher will administer this assessment.

3.5 Directions

.1 When completed, place all written compositions in a large brown envelope and label it, "Written language pre-assessment, Cycle I." Place this envelope in a safe place.

.2 Ask the child to write a story. He may use any subject or topic, but you should emphasize that you wish him to write a story. Provide him with paper, sharpened pencils, and a quiet place to write. Do not provide any assistance during his writing of the composition.

.3 Tell the child he has been selected to participate in an activity to help both of you discover the changes that will occur in his written language between the start and finish of his center instruction.

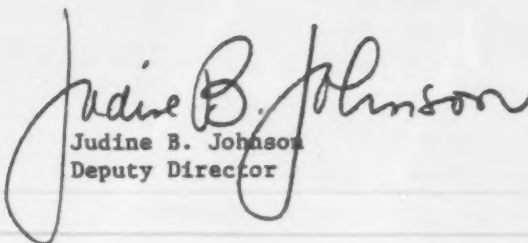
.4 Staple a 3x5 card to each composition identifying the child's name, your name, the school, the region, and the date.

3.6 Assistance Needed

None identified at this time.

3.7 Date for Submission of the Compositions

Hold for comparisons at the end of the cycle.


Judine B. Johnson
Deputy Director

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1504 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

January 21, 1977
LEA #284

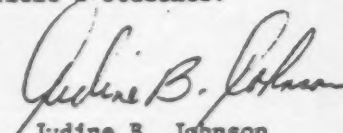
MEMORANDUM TO: STELLAR Reading-Language Teachers

Re: Cycle Dates and Assessment Activities

Please be advised that Cycle I ends on January 31, 1977. Before that date, you are asked to administer the taped oral language activity and written composition post-assessments to the same students that participated in the pre-assessments. Follow the same directions stated in the earlier memorandum which is enclosed. A cassette tape is also enclosed. Also enclosed are self-concept scales to be completed for each STELLAR student.

Cycle II is delayed until Monday, February 7, 1977 to allow adequate preparation time for incoming students. The week of February 14-18 will be used for completion of self concept scales and administration of oral, and written language pre-assessments of Cycle II students. The appropriate materials will be sent to you before that time.

Again, we are most grateful for the highly competent instructional assistance and support you are providing Title I students.


Judine B. Johnson
Deputy Director

cc: Mrs. Anne W. Pitts
Principals
Regional and Assistant Coordinators

JBJ/apv

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1800 UPPER STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

November 10, 1976
LEA #248

MEMORANDUM TO: STELLAR Project Staffs

Re: Evaluation Procedures Related to Self-Concept,
Oral Language, and Written Language

The following outlines the procedures to be used in the
pre-assessment of "entry level" student behaviors.

1.0 Self-Concept

1.1 Instrument

"The Staff Checklist for Assessing Change in
Student Self-Concept"

1.2 Participating Pupils

All 48 STELLAR Project students in Cycle I

1.3 Dates for Completion of Assessment Instrument

Monday, November 15 through Friday, November 19, 1976
(Tuesday and Thursday are training days)

1.4 Staff Involved

The reading-language teacher and the educational aide

1.5 Directions

Together, the teacher and aide will read the description
of checklist behaviors, discuss observable behaviors displayed
by the student, and check the appropriate numeral which
corresponds with the behavior observed. Upon completion,
both the teacher and aide will sign the form.

1.6 Assistance Needed

Duplication of the checklist by the program assistant

1.7 Date for Submission of the Instruments

Package all 48 checklists in one folder and mail it on Monday, November 22, 1976 to Mrs. Judine Johnson. They should be received at the Perry Building by Wednesday, November 24, 1976.

2.0 Oral Language

2.1 Instrument

"The Inventory for Assessing Change in Oral Language," to be developed, will be distributed to staffs after completion of the post-assessment activity. This instrument will be used for you to record your comparison of student oral language performance.

2.2 Participating Students

Eight students (17 percent) will participate in this assessment activity. They will be selected as follows: the first two children of an alphabetical listing of Group A, Group B, Group C, and Group D. The grade placement of children will not be considered.

2.3 Dates for Implementing the Assessment

Monday, November 15 through Friday, November 19, 1976
(Tuesday and Thursday are training days)

2.4 Staff Involved

The reading-language teacher will administer this assessment.

2.5 Directions

.1 Each center will be given one audiotape. Label it, "Oral language pre-assessment, Cycle I," When assessments are completed, put it away in a safe place.

.2 Tape a three-minute informal conversation with each student. Although any subject may be discussed, it should be one that is interesting enough to sustain a discussion of this length.

.3 Tell the child he has been selected to participate in an activity to help both of you discover the changes that will occur in his spoken language between the start and finish of his center instruction.

.4 At the start of the conversation, his name, your name, the school, the region, and the date.

2.6 Assistance Needed

None identified at this time.

2.7 Date for Submission of Audiotapes

Hold for comparisons at the end of the cycle.

3.0 Written Language

3.1 Instrument

"The Inventory for Assessing Change in Written Language," to be developed, will be distributed to staffs after completion of the post-assessment activity. This instrument will be used for you to record your comparisons of student written language performance.

3.2 Participating Students

Eight students (17 percent) in grades 2 and 3 will participate in this assessment activity. They will be selected as follows: The last two children of an alphabetical listing of Group A, Group B, Group C, and Group D who are also in grade 2 or grade 3.

3.3 Dates for Implementing the Assessment

Monday, November 15 through Friday, November 19, 1976
(Tuesday and Thursday are training days)

3.4 Staff Involved

The reading-language teacher will administer this assessment.

3.5 Directions

.1 When completed, place all written compositions in a large brown envelope and label it, "Written language pre-assessment, Cycle I." Place this envelope in a safe place.

.2 Ask the child to write a story. He may use any subject or topic, but you should emphasize that you wish him to write a story. Provide him with paper, sharpened pencils, and a quiet place to write. Do not provide any assistance during his writing of the composition.

4

.3 Tell the child he has been selected to participate in an activity to help both of you discover the changes that will occur in his written language between the start and finish of his center instruction.

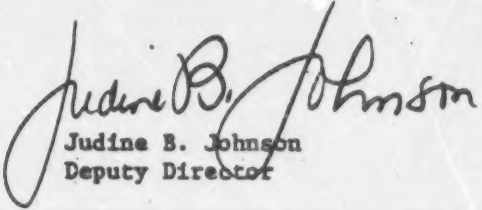
.4 Staple a 3x5 card to each composition identifying the child's name, your name, the school, the region, and the date.

3.6 Assistance Needed

None identified at this time.

3.7 Date for Submission of the Compositions

Hold for comparisons at the end of the cycle.


Judine B. Johnson
Deputy Director

JBj/apw

School _____

Date _____

STELLAR STAFF CHECKLIST ASSESSING SELF CONCEPT (CSC)

DIRECTIONS: The teacher and aide will complete this form together. Read each description of student behavior. Place a check (X) under the numeral which best tells how seldom or how often the student displays the behavior.

Never 1 2 3 4 5 Always

The Pupil:

1. Volunteers a response to a question. _____
2. Volunteers to participate in classroom activities. _____
3. Accepts suggestions from a peer. _____
4. Accepts suggestions from an adult. _____
5. Responds appropriately to praise from peers. _____
6. Responds appropriately to praise from adults. _____
7. Attempts to perform difficult tasks. _____
8. Accepts help from others. _____
9. Uses appropriate voice level when speaking. _____
10. Converses with adults. _____

Date _____

Signature of Staff Members _____

Position of Staff Members _____

323

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1226 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

February 25, 1977
LEA #304

MEMORANDUM TO: STELLAR Project Reading-Language Teachers

Re: Pre-post Comparisons of the Oral and Written Language
of Cycle I Students

The following outlines the steps to be followed in comparing the two
taped conversations (pre-post) and the two written compositions (pre-post)
for the two groups of 8 students each.

Also included is information related to the reporting procedures
you will use.

1.0 Assessment of Oral Language

1.1 Comparison Procedure

- .1 Listen carefully to your first taped conversation
with Student 1.
- .2 Then, listen carefully to the second taped
conversation with Student 1. As you do so...
- .3 Use the Oral Language Rating Scale to identify
the amount of change (growth) that has occurred
since the first taping.

1.2 The Oral Language Rating Scale (Attachment A)

- .1 As you compare the two taped conversations of Student 1 you
will look for changes in the following areas:
 - .1 Sound volume
 - .2 Vocabulary
 - .3 Dialectal differences
 - .4 Spontaneity (You don't have to "drag" each
sentence out!)
 - .5 Interest appeal
- .2 Use the 5-point scale to identify the overall degree of change.
(1=no change; 5=great change)
- .3 Repeat steps 1 and 2 with Students 2,3,4,5,6,7, and 8.

- .4 This activity requires you to give a quality rating. Unfortunately, there are some subjective elements. We ask you to use your professional judgment. Use of the five rating factors will help to provide some uniformity.

1.3 Reporting Procedure (Attachment C)

- .1 Use the Report of Oral Language Change to record your assessments of overall change in the eight students.
- .2 Kindly return this form by March 11.
- .3 Also, return the two cassettes pre and post taped conversations. Be certain to label the cassettes with STELLAR site.

2.0 Assessment of Written Language

2.1 Comparison Procedure

- .1 Carefully read the first composition of Student 1.
- .2 Then, carefully read the second composition of Student 1. As you do so...
- .3 Use the Written Language Rating Scale to identify the amount of change (growth) that has occurred since the first composition.

2.2 The Written Language Rating Scale (Attachment B)

- .1 As you compare the two written compositions of Student 1, you will look for changes in the following areas:
 - .1 Sentence length
 - .2 Sentence complexity
 - .3 Vocabulary
 - .4 Story structure
 - .5 Interest appeal
- .2 Use the 5-point scale to identify the overall degree of change. (1=no change; 5=great change)
- .3 Repeat steps 1 and 2 with Students 2,3,4,5,6,7, and 8.
- .4 This activity requires you to give a quality rating. Unfortunately, there are some subjective elements. We ask you to use your professional judgment. Use of the five rating factors will help to provide some uniformity.

2.3 Reporting Procedure (Attachment C)

- .1 Use the Report of Oral Language Change to record your assessments of overall change in the eight students.
- .2 Kindly return this form by March 11.
- .3 Also, return the sixteen pre and post compositions. Be certain to label the compositions with the STELLAR site.

3.0 Additional Information

Remember that you are "rating" the amount of change that has taken place since the pre-assessment activity.

The STELLAR aide can be of great assistance in conducting these assessments. You and she, together, will doubtlessly pick up all the clues needed to determine which level of change has actually occurred.

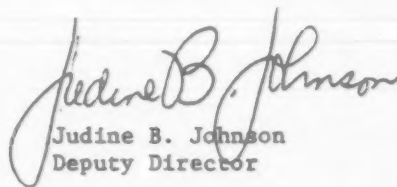
Please retain these instructions for use at the end of Cycle II.

If there are any questions, I may be reached on 576/6262-63-65.

Again, continue your excellent work. I hope to be seeing you in your centers quite soon.

Attachments: (3)

cc: Mrs. Pitts
Principals
Mrs. Brice
Mrs. Turner
Ms. Thomas
Mrs. Lee
Mrs Walker


Judine B. Johnson
Deputy Director

JBj/apw

ATTACHMENT A

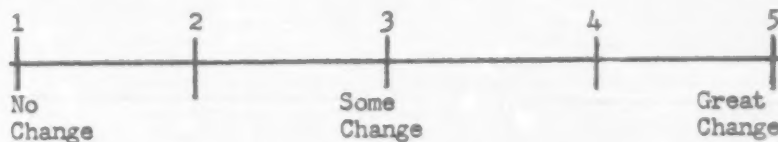
ORAL LANGUAGE RATING SCALE

Directions:

1.0 These are the rating factors. Listen for change in these areas:

- .1 Sound volume
- .2 Vocabulary
- .3 Dialectal differences
- .4 Spontaneity
- .5 Interest appeal

2.0 Use the scale below to find the numeral that best corresponds to the overall degree of change you hear.



3.0 This is your worksheet. Use the space below to record the rating of each student. Remember that you are rating the amount of change that has taken place. Record the numerals of the rating factors in which there was change.

	<u>Name</u>	<u>Rating</u>	<u>Changes Noted</u>
.1			
.2			
.3			
.4			
.5			
.6			
.7			
.8			

ATTACHMENT B

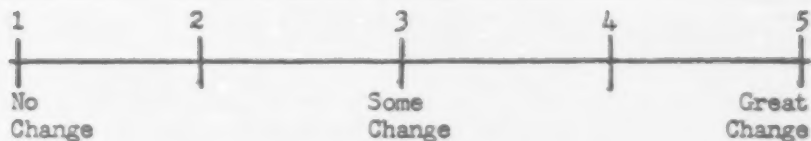
WRITTEN LANGUAGE RATING SCALE

Directions:

1.0 These are the rating factors. Carefully read for change in these areas:

- .1 Sentence length
- .2 Sentence complexity
- .3 Vocabulary
- .4 Story structure
- .5 Interest appeal

2.0 Use the scale below to find the numeral that best corresponds to the overall degree of change you observe.



3.0 This is your worksheet. Use the space below to record the rating of each student. Remember that you are rating the amount of change that has taken place. Record the numerals of the rating factors in which there was change.

	<u>Name</u>	<u>Rating</u>	<u>Changes Noted</u>
.1			
.2			
.3			
.4			
.5			
.6			
.7			
.8			

THE STELLAR PROJECT
ORAL AND WRITTEN LANGUAGE ASSESSMENT REPORTING FORM

Reading-Language Teacher _____ Date _____

School _____ Cycle I _____ II _____

1.0 Oral Language Assessments

	Rating	*Changes Noted
.1 _____	_____	_____
.2 _____	_____	_____
.3 _____	_____	_____
.4 _____	_____	_____
.5 _____	_____	_____
.6 _____	_____	_____
.7 _____	_____	_____
.8 _____	_____	_____

2.0 Written Language Assessments

Student	Rating	*Changes Noted
.1 _____	_____	_____
.2 _____	_____	_____
.3 _____	_____	_____
.4 _____	_____	_____
.5 _____	_____	_____
.6 _____	_____	_____
.7 _____	_____	_____
.8 _____	_____	_____

*Use factor numerals only

Comments:

329

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1800 UPPHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

May 24, 1977
LEA #353

MEMORANDUM TO: STELLAR Reading-Language Teachers
Re: Post-Assessment Activities

Please be advised that June 3, 1977 will designated as the ending date of Cycle II.

During the interim of the next two weeks, we ask that you complete the following post-assessments and send them to the Title I Office by Wednesday, June 8, 1977. We shall appreciate your timely submission of materials. We certainly know of the many pressing tasks that are upon us at this time of the year and appreciate the time you will take to complete these activities.

The following outlines the specific assessment activities to be performed. More explicit, detailed information is attached regarding procedures.

- .1 Self-Concept
Instrument: Checklist for Assessing Change in Student Self-Concept
Students: All 48 STELLAR students
- .2 Oral Language
Instrument: Oral Language Reporting Form and Rating Scale
Students: 8 students
- .3 Written Language
Instrument: Written Language Reporting Form and Rating Scale
Students: 8 students
- .4 Summary of Skills Mastered

Again, your high level of support and assistance is very much appreciated.

Enclosures: 6

cc: Mrs. Anne W. Pitts
Principals
Regional Coordinators & Assistants

Judine B Johnson
Judine B. Johnson

330

JBj/apw

371

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1286 UPSHUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

July 13, 1977
LEA #368

MEMORANDUM TO: STELLAR Team Members and Coordinators

Now that we have completed our pilot year of implementation of the STELLAR design, we wish to look at its outcomes and effects. In addition to an analysis of student test scores and rating points, we wish to obtain and review the reactions, assessment, and attitudes of participating STELLAR team members.

As we evaluate the effectiveness of the STELLAR Project, we need your input and assessment as we seek answers to the following questions:

- .1 Did the STELLAR Project achieve the expected effects?
- .2 Were there any unanticipated outcomes - positive or negative?
- .3 What specific modifications should be made to insure a more effective operation of the STELLAR design next year?

To perform a good evaluation, we need feedback from you. We want you to be candid and honest (We are particularly interested in your reactions to no. 2 above. Kindly insert this at the bottom of your assessment form).

For this purpose there are enclosed three instruments. They are as follows:

- .1 Participant's Assessment of the STELLAR Project
- .2 Assessment of Professional Competencies
- .3 Information Sheet

Kindly return all three forms
to: Mrs. Judine B. Johnson
Deputy Director
1286 Upshur Street, N. W.
Route 2, Perry Building

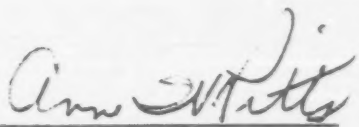
by: Wednesday, July 20, 1977

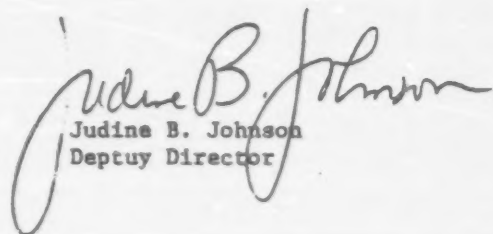
Be certain to separate the first instrument from the others so that there will be no identifying information on your assessment of the project.

Again, I urge your full participation in this important assessment activity as we try to identify evidences of project effectiveness.

As always, I thank you most sincerely for the outstanding professional leadership, commitment, and excellence in educational competencies you have consistently displayed as we have worked together to test a more effective lab design for Title I students.

Approved:


Anne W. Pitts
Executive Director


Judine B. Johnson
Deputy Director

Attachments:

JBj/apw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1804 UPENUR STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
ESEA, TITLE I

PARTICIPANT'S ASSESSMENT OF THE STELLAR PROJECT

Team Role (Check the role you played on the STELLAR Team)

Reading-Language Teacher _____
Educational Aide _____
Parent Assistant _____
Program Assistant _____
Coordinator _____

Region: _____

NOTE: Read each item carefully. Mark your response as directed. Be certain that your response accurately reflects your reaction based upon your experience as a participant in the STELLAR Project.

PART I: STELLAR PROJECT DESIGN

DIRECTIONS: Respond to each item below by placing a check mark (✓) in the appropriate column. The columns are labeled as follows: (1) Strongly Agree; (2) Agree; (3) Disagree; and (4) Strongly Disagree.

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
1.1 The STELLAR Project met the assessed learning needs of "at risk" Title I students.	_____	_____	_____	_____
1.2 The project objectives were realistic and attainable.	_____	_____	_____	_____
1.3 The STELLAR Project design should be expanded to include all Title I reading and mathematics resource labs.	_____	_____	_____	_____

DIRECTIONS: Respond to the items below by placing a check mark (✓) in the "Yes" or "No" column.

	Yes	No
1.4 Do you feel that most of the students in your center attained the terminal objectives ? ... in reading? ... in expressive language? ... in self-concept	_____	_____
1.5 Did you enjoy working in this project?	_____	_____
1.6 Were you glad you were selected to participate?	_____	_____
1.7 Did the STELLAR guide help you to implement the project?	_____	_____
1.8 Could you have done just as well without a written guide?	_____	_____
1.9 Do you feel you were more effective this year than last year in providing appropriate instructional experiences for Title I students?	_____	_____

- 1.10 Can you now help other staff at your school to use more effective techniques with Title I students?

Yes

No

PART II: ORGANIZATIONAL STRUCTURE

DIRECTIONS: Respond to each item by placing a check mark (✓) in the appropriate column.

	<u>Strongly Agree (1)</u>	<u>Agree (2)</u>	<u>Disagree (3)</u>	<u>Strongly Disagree (4)</u>
2.1 Forty-eight students per semester was an appropriate number of students for an intensive program of supplementary instruction.	_____	_____	_____	_____
2.2 A group of 12 students was the best grouping size.	_____	_____	_____	_____
2.3 A 55-minute period was an adequate time period.	_____	_____	_____	_____
2.4 Daily instruction for one semester was adequate for most students.	_____	_____	_____	_____
2.5 Kindergarten students should not participate in a "pull-out" lab program.	_____	_____	_____	_____
2.6 The students selected for STELLAR lab instruction were those most in need of extra help at my school.	_____	_____	_____	_____
2.7 Instructing four groups per day was a realistic daily schedule.	_____	_____	_____	_____
2.8 A daily planning period on paid time was of great help to team teaching activities.	_____	_____	_____	_____
2.9 Skill needs is the best criterion for grouping students in the primary grades.	_____	_____	_____	_____

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
2.10 A fulltime teaching team, composed of a teacher and an aide, can produce greater learning for students than a teacher working alone.	_____	_____	_____	_____
2.11 The physical environment of the STELLAR Center contributed to its positive effects.	_____	_____	_____	_____
2.12 The emotional atmosphere of the STELLAR Center contributed to its positive effects.	_____	_____	_____	_____

PART III. THE CURRICULUM AND INSTRUCTION

DIRECTIONS: Rank the following in terms of the amount of instructional time actually devoted to each content area. Place no. 1 in front of the area which utilized the greatest amount of time. Place no. 6 in front of the area which utilized the least amount of time. Place nos. 2, 3, 4, and 5 accordingly. No numeral should appear more than once.

3.1 Curriculum Content area

Time Rank
(1 = most time)
(6 = least time)

Decoding skills
Reading comprehension
Listening comprehension
Oral language
Written language
Study skills

DIRECTIONS: Rank the following in terms of the amount of time actually devoted to each activity below. No. 1 denotes the activity which utilized the greatest amount of time. No. 7 denotes the activity which utilized the least amount of time. Place nos. 2, 3, 4, 5, and 6 accordingly. No numeral should appear more than once.

3.2 Curriculum Activity

Time Rank
(1 = most time)
(7 = least time)

Practice and maintenance of word attack skills
Guided or directed reading
Independent reading

Time Rank
 (1 = most time)
 (7 = least time)

Problem-solving experiences _____
 Creative oral language expression _____
 Creative written language expression _____
 Grammar, composition, spelling, and the
 mechanics of writing _____

DIRECTIONS: Respond to each item by placing a check mark (✓) in the appropriate column.

	<u>Strongly</u> <u>Agree</u> (1)	<u>Agree</u> (2)	<u>Disagree</u> (3)	<u>Strongly</u> <u>Disagree</u> (4)
3.3 The individually prescribed instruction procedure (IPIP) provided a structured approach to individualized instruction which was effective and appeared to work,	_____	_____	_____	_____
3.4 IPIP was easy to implement.	_____	_____	_____	_____
3.5 IPIP was an appropriate procedure to use in a lab program.	_____	_____	_____	_____
3.6 It was helpful to have an identified, standardized package of commercial materials in all STELLAR labs.	_____	_____	_____	_____
3.7 The commercial materials used in STELLAR labs enhanced my center's instructional program and helped children achieve competency.	_____	_____	_____	_____
3.8 The commercial materials were appropriate for individualized instruction; suitable for cognitive skills development, and helped to improve affective behavior.	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u> (1)	<u>Agree</u> (2)	<u>Disagree</u> (3)	<u>Strongly</u> <u>Disagree</u> (4)
3.9 There was a need for many teacher-developed instructional materials, games, and devices	_____	_____	_____	_____
3.10 Most STELLAR students at my center attained the instructional objectives selected for them.	_____	_____	_____	_____

PART IV: SPECIALIZED STAFF TRAINING

DIRECTIONS: Check the most appropriate phrase to complete the sentence below.

4.1 The training conducted by Hillcrest Children's Center (HCC) was _____ to/for effectively implementing the STELLAR Project design.

- .1 _____ essential
 .2 _____ helpful
 .3 _____ unnecessary

DIRECTIONS: Respond to each item by placing a check mark (✓) in the appropriate column.

	<u>Strongly</u> <u>Agree</u> (1)	<u>Agree</u> (2)	<u>Disagree</u> (3)	<u>Strongly</u> <u>Disagree</u> (4)
4.2 The most important information and strategies introduced by HCC could be presented by the Title I staff to lab teachers next year.	_____	_____	_____	_____
4.3 HCC training helped me to more effectively address and respond to the learning needs of "at risk" Title I students.	_____	_____	_____	_____
4.4 HCC training helped me to provide a more effective reading-language program than I would have without such training.	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u> (1)	<u>Agree</u> (2)	<u>Disagree</u> (3)	<u>Strongly</u> <u>Disagree</u> (4)
4.5 HCC training helped to improve the chances of Title I students attaining learning success.	_____	_____	_____	_____
4.6 HCC training improved my teaching and/or assistance competencies.	_____	_____	_____	_____

DIRECTIONS: Respond to the following items by placing a check mark (✓) in the "Yes" or "No" column.

	<u>Yes</u>	<u>No</u>
4.7 Were there too many HCC training sessions?	_____	_____
4.8 Was the training content related to what you needed on the job?	_____	_____
4.9 Was the training flexible enough to permit individual pacing and modifications for individual roles?	_____	_____
4.10 Were you able to immediately implement new strategies?	_____	_____
4.11 Did you have adequate supervision when you practiced the new techniques?	_____	_____
4.12 Did you receive adequate feedback on your growth in teaching competency?	_____	_____
4.13 Did you have adequate access to HCC staff when you needed them?	_____	_____
4.14 Was the training content of practical value?	_____	_____
4.15 Do you feel you have learned something worthwhile?	_____	_____
4.16 Compare your present competency level with that of last September. Has your competency level improved?	_____	_____

PART VI: STAFF RECOMMENDATIONS

DIRECTIONS: Please list below your recommendations and suggestions for improving this project,

- .1 _____

- .2 _____

- .3 _____

341

JBj/apw 7/13/77

389

THE STELLAR PROJECT
TEACHER AND AIDE SELF-ASSESSMENT OF COMPETENCY
UPON COMPLETION OF HCC TRAINING PROGRAM

Name _____ Position _____
Center _____ Region _____ Date _____

DIRECTIONS: Place a check mark (✓) before those areas in which you feel you can demonstrate competency. Kindly affix your signature upon completion, and return it to Mrs. Judine Johnson.

I CAN DEMONSTRATE COMPETENCY IN THE FOLLOWING AREAS...

Attitudinal Skills

- _____ .1 Perceptual awareness of children
- _____ .2 Perceptual awareness of parents
- _____ .3 Perceptual awareness of the school staff

Background Knowledge and Understandings

- _____ .4 Role function and responsibilities
- _____ .5 Individual differences in learners
- _____ .6 The development and acquisition of the receptive and expressive language skills
- _____ .7 The arts of language (poetry, literature, drama, creative expression)
- _____ .8 Language-related disciplines: psychology, sociology, and linguistics
- _____ .9 Effective strategies for reading-language instruction

Technical Skills

- _____ .10 Educational diagnosis
- _____ .11 Analysis and interpretation of diagnostic information
- _____ .12 Writing and selecting instructional objectives
- _____ .13 Implementing specialized techniques in reading-language instruction for students with learning problems
- _____ .15 Organizing and managing the learning lab
- _____ .16 Identifying and mobilizing instructional resources: human and material
- _____ .17 Performing assessments of student competencies
- _____ .18 Providing consultant (assistance) services for classroom staff

342

Date _____
7/12/77

330

Signature _____

THE STELLAR PROJECT
COORDINATOR'S ASSESSMENT AND VERIFICATION
OF STELLAR TEACHER AND AIDE COMPETENCIES
UPON COMPLETION OF HCC TRAINING PROGRAM

STELLAR Staff Member _____ Role _____
Center _____ Region _____
Verifier (Supervision) _____ Date _____

DIRECTIONS: Place a check mark (✓) before each area in which you feel this staff member has or can demonstrate competency. Upon completion of this instrument, kindly affix your signature, and return it to Mrs. Judine Johnson.

I VERIFY THAT THIS STAFF MEMBER CAN DEMONSTRATE COMPETENCY IN THE FOLLOWING AREAS...

Attitudinal Skills

- _____ .1 Percentual awareness of children
- _____ .2 Perceptual awareness of parents
- _____ .3 Perceptual awareness of the school staff

Background Knowledge and Understandings

- _____ .4 Role function and responsibilities
- _____ .5 Individual differences in learners
- _____ .6 The development and acquisition of the receptive and expressive language skills
- _____ .7 The arts of language (poetry, literature, drama, creative expression)
- _____ .8 Language-related disciplines: psychology, sociology, and linguistics
- _____ .9 Effective strategies for reading-language instruction

Technical Skills

- _____ .10 Educational diagnosis
- _____ .11 Analysis and interpretation of diagnostic information
- _____ .12 Writing and selecting instructional objectives
- _____ .13 Implementing specialized techniques in reading-language instruction for students with learning problems
- _____ .15 Organizing and managing the learning lab
- _____ .16 Identifying and mobilizing instructional resources; human and material
- _____ .17 Performing assessments of student competencies
- _____ .18 Providing consultant (assistance) services for classroom staff

343

Date

391 Signature

7/12/77

THE STELLAR PROJECT
TEAM MEMBER INFORMATION SHEET

Mr.
Ms.
1.0 Name Mrs. _____
Last First Middle
Position _____ School _____
Home Address _____ Zip _____
City _____
Birthdate _____ Home Phone _____

2.0 Educational Background

Circle the highest grade completed*

8 9 10 11 12 13 14 15 16 17 18 19

*BS = 16

MA + 30 = 18

MA = 17

MA + 60 or Ph.D. or Ed.D. = 19

Degrees	Major	College/University	Date Completed
BS	_____	_____	_____
MA	_____	_____	_____
Ph.D.	_____	_____	_____

Total number of graduate credits in reading instruction _____

3.0 Experience

No. yrs. in present position _____ yrs.

Previous position title _____

No. yrs. in previous position _____ yrs.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TITLE I COMPREHENSIVE PROGRAM
LOCAL EDUCATION AGENCY
1206 UPHOLST STREET, N. W.
WASHINGTON, D. C. 20011

EXECUTIVE DIRECTOR
E.S.E.A., TITLE I

September 14, 1977

Memorandum to: _____

Last year you participated in a Title I Parent Training Program conducted at Hillcrest Children's Center of Washington, D.C. It is important that we know of your feelings about this project. We, therefore, have enclosed a participant's assessment of its effectiveness. We ask that you read it carefully, complete each item, and return the form to this office as soon as you can. Your assistance is highly appreciated.

Judine B. Johnson
Judine B. Johnson
Deputy Director

APPROVED: *Armen G. Pitts*
Executive Director

JBj/ew

CC: Dr. Phyllis J. Hobson

PARTICIPANT'S ASSESSMENT OF THE HCC PARENT TRAINING
COMPONENT OF THE TITLE I STELLAR PROJECT

Directions: Read each item carefully. Mark your response on the appropriate line.

1. Are you the parent of a child who received instruction in the Title I STELLAR Project? Yes _____ No _____
2. Did you participate in the Parent Training Program held at Hillcrest Children's Center (HCC) last year? Yes _____ No _____

IF "YES," please complete the next section.
3. Do you feel that the HCC Parent Training Program helped you to manage the behaviors of your child at home? Yes _____ Somewhat _____ No _____
4. Do you feel that the HCC Parent Training Program provided you with some techniques to use at home to reinforce your child's learning? Yes _____ Somewhat _____ No _____
5. Do you feel your child's reading skills improved last school year? Yes _____ No _____
6. Do you feel that this was because of his involvement in the STELLAR Project? Yes _____ No _____
7. Do you feel your child's language skills improved last school year? Yes _____ No _____
8. Do you feel that this was because of his involvement in the STELLAR Project? Yes _____ No _____
9. Would you participate again in a similar Parent Training Program if you had the opportunity? Yes _____ No _____
10. What do you feel were the three greatest strengths of the program?
 1. _____
 2. _____
 3. _____
11. What do you feel were the three areas of greatest weakness?
 1. _____
 2. _____
 3. _____

12. Please include any other comments or suggestions you may have about either the STELLAR Project or the HCC Parent Training Program.

Return the completed form to:

Mrs. Judine B. Johnson
Deputy Director, Title I
1286 Upshur Street, N.W.
Washington, D.C. 20011

An envelope is provided for your convenience.